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ABSTRACT

The primary purpose of the institute was to give members of the board of trustees of small colleges a better understanding of their proper roles and functions. The emphasis was on increasing the effectiveness of the trustee, both in his general relationship to the college and in his working and policy-formulating relationship to the president and other top-level administrators. This book presents the papers delivered during the week-long program: "College Trusteeship 1969," by Myron F. Wicke; "Operational Imperatives for a College Board of Trustees in the 1970s," by Arthur C. Frantzreb; "A Trustee Examines His Role," by Warren M. Huff; "The College and University Student Today," by Richard F. Gross; "The College Student Today," by Eldon Nonnamaker; "Today's Faculty Member," by Peter Oppewall; "The Changing Curriculum: Implications for the Small College," by G. Lester Anderson; "How to get the Money," by Gordon M. Caswell; "Foundations and the Support of Higher Education," by Manning M. Pattillo; "The Trustee and Fiscal Development," by John R. Haines; "Long-Range Planning: An Essential in College Administration," by Chester M. Alter; and "Trustee-Presidential Relationships," by Roger J. Voskuyl. (AF)

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THE TRUSTEE

A KEY TO PROGRESS IN THE SMALL COLLEGE

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THE COUNCIL FOR THE ADVANCEMENT OF SMALL COLLEGES
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INTRODUCTION

Roger J. Voskuyl

The papers making up this book were presented at the first or national phase of an institute for trustees and administrators of small colleges which was held in August 1969 at Michigan State University for the member colleges of the Council for the Advancement of Small Colleges (CASC) and for a number of guest colleges. The institute was funded by a grant from the U.S. Office of Education under Part E, Training Programs for Higher Education Personnel, of the Education Professions Development Act (EPDA) of 1967.

The primary purpose of the institute was to help members of the boards of trustees of small colleges to a better understanding of their proper roles and functions. The emphasis was on increasing the effectiveness of the trustee, both in his general relationship to the college as a whole and in his working and policy-formulating relationship to the president and other top-level administrators.The program of the institute was therefore planned by CASC and Walter F. Johnson, Professor of Higher Education, Department of Administration and Higher Education, Michigan State University, to examine or at least touch upon almost every phase of trustee interest and responsibility. Dr. Johnson also acted as director of the institute.

The papers are printed here in the order in which they were presented during the week-long program. Some very minor editing only has been done for publication. The program was so articulated that each paper was followed by small group discussions which proved to be a most valuable part of the whole experience. We regret that it has not been possible to include some excerpts or summaries in this publication.

Myron Wicke's opening paper drew on his many years of experience with boards of trustees and carefully outlined the role and responsibility of the trustee. It is those

many years of experience which give particular weight and interest to his reaffirmation of his conviction that "boards of trustees are *essential* to the higher education enterprise, in spite of all talk to the contrary." A major point in his paper is that boards, to be more effective, must place emphasis on the college as a community and not a highly artificial structure with one group subservient to another. "Far more careful lines of communication must be maintained," he said, "among campus groups so that each segment regards itself as a vital element of the campus." And: "New arrangements are required to make possible a more formal exchange of ideas between trustee-board and faculty, board and students, faculty and student body."

Dr. Wicke raised the important question of whether there should be students and faculty on the board of trustees. It is certainly worth noting that before four months had passed a number of CASC colleges had elected students to the board and that some of them participated in the regional institutes which followed the national institute.

Arthur C. Frantzreb spoke as representative of that group of people who are in constant contact with many boards of trustees. From his wide practical experience he presented what he bluntly called *operational imperatives* for a college board of trustees in the decade ahead. Outstanding in his presentation was his recommendation of the creation of a standing committee on trustees "of such rank and importance that it is second only to the executive committee, functions regularly, has key membership, and is staffed by the president himself." This committee "should be responsible for trustee enlistment, matching tasks to people, indoctrinating new trustees, recommending officers and committee membership, developing varied and diverse agenda and workshops, and assuring effective operations of the board itself as a functional unit." This was a new idea to many of those attending the institute, and in their action sheets they indicated this as one of the goals to be implemented immediately.

Speaking from the viewpoint of a trustee of a large public university, Walter M. Huff revealed some of his personal reactions and experiences, indicating that the frustrations as well as the satisfactions of being a board member can be a rich experience.

The program for the second day of the institute was designed to acquaint the trustees with today's student—and today's faculty member. Both Richard Gross and Eldon Nonnamaker forcefully described for the trustee the contemporary student. Dr. Gross described three categories: the alienated, the apathetic, and the activist, and warned that "activist young people will not permit us to deny them the right not

only to receive an education but to determine the nature and direction of that education." Today's faculty member, according to Peter Oppewall, is no longer the man of the ivory tower but an activist and a person conscious of social problems. More important, however, is the fact that a good half of Dr. Oppewall's paper was a detailed and sympathetic analysis of demands for student power, concluding with a plea that students be afforded greater involvement in the decision-making process.

G. Lester Anderson's subject was the implications of the changing curriculum for the small college. He too surveyed the current ferment and went on to suggest how college leadership might establish or maintain "an institutional position, indeed an institutional character, regarding purposes, curriculum and instruction." A key thought in this paper is that "education should be conducted with style"—meaning that education for a given institution should possess "individuality, distinctiveness and distinction," and "should not only inculcate value but should itself be value-laden." The curriculum, Dr. Anderson said, should at all times have significant intellectual components and should assure that students are tested intellectually. "At all times, values and values with an affective base should be being established. Finally, an institution can and should care; it can and should achieve an institutional style that belongs to it and which insures, if not commands, commitment to the institution."

Trustees must be always alert to means of securing funds. Gordon Caswell outlined a successful development program with special emphasis on deferred giving. Manning M. Pattillo treated the broad topic of foundations and the support of higher education with authority and expertise.

If successful fund raising is one aspect of college strength, another, equally important, is the wise management of funds. John Haines spoke on fiscal philosophy and fiscal policies. The trustee's particular role in developing fiscal philosophy and policies must be that of "a questioner, an analyst, a prober, a policy maker, and a counselor to the president." The trustee, Dr. Haines stressed, "must not become involved in the administration of the college but must instead take a very active part in the development of fiscal philosophy and the development of policies relating to fiscal management." Dr. Haines emphasized the critical need for determining program costs and illustrated his points with extremely helpful charts, tables and other examples which have been reproduced as appendices to his paper.

At the final session, Chester M. Alter persuasively presented reasons for long-range institutional planning, arguing that the planning process provides important benefits

for the college and that a college with a viable plan improves its capability of gaining support from its constituents. The trustees, he emphasized, have an important role to play in the planning process: "it is their role to encourage and support the president and other responsible officers in their efforts to develop sound planning procedures."

For nearly 200 presidents and trustees of small colleges who assembled for the institute the impact of the formal presentations and the group discussions was unquestionable—and unquestionably enriching. The excitement of the trustees was evident; the discussions among the presidents and their own trustees which developed after each session were unmistakably the prelude to action back on the campuses.

The institute at Michigan State was followed by seven regional institutes which could be—and were—attended by a larger number of trustees than could conveniently attend the national institute. The third phase of the program made consultant service available to the individual colleges. The response to all three phases testifies amply to the success of this experiment in getting trustees and presidents together to look at their role, to develop in them a greater sense of awareness and responsibility, to add to their understanding of the educational process in 1970, and to renew their commitment to the values and relevance of the small college.

As already noted, the institute was funded by a grant from the U.S. Office of Education. Additional financial support was received from The Anaconda Company, The C.I.T. Foundation, Inc., CPC International, and the Singer Company Foundation. A special grant from the Shell Companies Foundation has made this publication possible. To all these for such generous support CASC is profoundly grateful.

COLLEGE TRUSTEESHIP 1969

Myron F. Wicke

We hear a great deal these days about an identity crisis – in individuals and in institutions. There is, and has always been, such a crisis, though as I grow older I tend more and more to agree with the great Scandinavian existentialist Kierkegaard when he said: "I have deliberately preferred to use the expression *Choose oneself* rather than the expression *Know oneself.*" This says to me that men and institutions can *choose* their identities.

If one can speak of identity crises in higher education, he would be forced to agree that one such crisis is to be found in college and university boards of trustees. From a utopian day in which trustees only rarely had to dirty their hands or minds with anything but money and presidents, we have moved into a day of shrieking students, of shirking (perhaps the word is too strong) faculties, and of administrators being torn into shreds. Then suddenly the board of trustees is involved, hardly comprehending how or why.

My view is, however, that a board of trustees can choose its identity, and in the process perform an immense service for a troubled society.

The View From Outside

Permit me to speak autobiographically for a few minutes. My first experience with a board of trustees came long ago when I was academic dean of a college in Ohio. I was young then and still confident that men were both rational and inspired. What an ideal When a seemingly rational inspiration occasionally struck me which

I felt might improve the college, I would set about trying to set the plan into effect. I was impressed painfully with a strange phenomenon. If the plan involved money (which ones don't?), the appeal had to go first to the business manager or president. The "strange" phenomenon was this: I was often told that the trustees would not approve such and such an idea, or that the trustees had, in fact, already rejected a similar one.

How antediluvian we were in those days may be seen in the fact that I never asked whether anyone could be sure in advance how the trustees would act. Had I been an insurrectionist, I might have asked to see the minutes of the board meetings in which trustees had considered the matter. I might also have been out of a job. But then the board was not a "far-off divine event," but a far-off semi-divine body, as was also the moon before July 20, 1969.

In thinking back upon those days I have concluded that boards of trustees were often mainly captives of the president and business manager and because of this fact they were rarely able to use fully the potential power they might bring to the college.

This is not to say, of course, that presidents must not lead boards of trustees. Quite the contrary! I agree in general with Isaiah Bowman, president of Johns Hopkins University, who said upon his retirement:

> Every time the board of trustees meets, the agenda paper should contain but two items. The first item ought always to be, "Shall we fire the president today?" If the answer is "yes," then item two on the agenda paper should be, "Who are to serve on the committee to select a new president?" The board should then adjourn. But if the decision on the first question is, "We shall not fire the president today," number two should be, "What can we do to support the administration?" . . . Sink or swim; once you are commited to a choice, the administration must be supported.

This is a simplistic but clear comment on a very complex and important point. Yet it leaves quite unanswered the question of what it means to support the administration.

The Inside-Outside View

Since those early days of frustration about what the trustees would or would not

approve, I have had other experiences which will lead me into the suggestions I wish to make. Since 1949, except for a lovely three-year interlude of "deaning" in Texas, I have been staff member of a church board of education. In this period I have seen many trustee boards at work. I have also taught graduate courses in higher education at such disparate institutions as the University of California at Berkeley, and George Peabody College for Teachers at Nashville, where I still teach. I mention this only to say that my interest in our question today is both *theoretical* and *applied.*

I have been and am now a member of several boards of trustees, one as large as American University and one as small as Hawaii Loa in Honolulu. In serving as an active trustee I have had a view from the *inside,* and I have learned at first hand what some of the frustrations of the trustee are. Some of these frustrations are unnecessary; others are in the nature of things. My most general conclusions are so obvious that they hardly need stating. The first is that nothing in academic life, absolutely nothing, is as simple as it seems. Again, to misquote a current best-seller, if anything can go wrong it probably will.

The Board Of Trustees — A Necessity

In his book *The Practice of Management,*[1] Peter Drucker writes of the "gradual erosion of the Board of Directors as a functioning organ of the enterprise . . . . In reality the board as conceived by the lawmakers is a tired fiction." While Drucker is dealing in this instance with business organizations, the question is not irrelevant to our question today.

In my view boards of trustees are essential to the higher education enterprise, in spite of all talk to the contrary. Clemenceau, French leader of World War I, is credited with having said upon one occasion that war was too important to be left to the generals. The American theory is more explicit, if not always practiced. Civilian control of the military must be maintained.

Americans have said in effect since the founding days of the first colleges that education is too important to be left *only* to the educators. Colleges exist for the public good, for the shaping of tomorrow. Men and women of intelligence and concern who can take a detached view are essential in determining college policy. For parallel reasons, lay influence in the churches *must* grow, and professional agencies will gradually lose their strength if the same principle is not applied in some manner to them.

Nearly all college charters have been granted by the states in the public interest, to men and women known as incorporators, and the boards become the corporation. The word "corporation" has unpleasant connotations for educators, but it need not have so long as the profit-loss aura of the business corporation is regarded as utterly inapplicable to colleges.

The trustee system in higher education requires perfection and experimentation. Yet I believe completely in this system. It must not be destroyed.

Trustees, Faculty, and Students

No knowledgeable educator should have been surprised by student attacks upon practices in colleges and universities. The evils were and are there for anyone to see. What has confounded nearly everyone, however, has been the violence of the attacks and their too frequent emphasis upon the "non-negotiable." Disregarding the merits or methods of the conflict, one major question must be considered. Should the board of trustees include faculty and student representatives?

In my judgment two steps ought seriously be considered by every board of trustees. The first is the addition to the board of at least two members of the faculty, elected by the faculty, or two distinguished educators from other institutions, possibly alumni. This would supply the board of trustees with at least two professional educators in addition to the president.

The second step ought to be taken whether or not the first is adopted. There should be a standing faculty-trustee liaison committee to include three to five trustees and an equal number of faculty elected by the faculty. The president is properly an *ex officio* member of all committees, and ought to be a member of this one. If, however, he is thoughtful and reasonably secure (mirabile dictu!), the president would normally absent himself from the deliberations of this committee for reasons which must be self-evident. Meetings should be held regularly – at least twice a year – and should be long enough to allow for full discussion of current issues. A trustee ought to be chairman.

It is my conviction that there must also be a trustee-student liaison committee, patterned much after the trustee-faculty committee just recommended. In this case the dean of students should be an *ex officio* member.

Whether students should be members of the board is quite another question. While the professor is usually a more or less permanent member of the college community, the student is not. Until there is more evidence regarding the nature and tone of current student movements, I am doubtful of the wisdom of including students on the board. The plan now practiced at a very few institutions of having the graduating class elect one of its number as an alumni trustee, however, does have value. We are eager to have graduates become active alumni supporters. This is one method of indicating that support is a two-way street.

These are the principles at issue in what I have said thus far:

1. Colleges ought never to be sheer hierarchical structures with one group subservient to another.[2] At its best a college is a type of community, a word now much sentimentalized. But there must be a clear division of labor and responsibility within the community.
2. Far more careful lines of communication must be maintained among campus groups — faculty, administration, trustee, *and* student — so that each segment regards itself as a vital element of the campus.
3. New arrangements are required to make possible a more formal exchange of ideas between trustee board and faculty, board and students, faculty and student body.

These revisions should be made, not simply to dissolve hostility between groups, but because the changes are right.

The Nature of the Board of Trustees

A board of trustees must understand its functions and its limitations. These represent a kind of profile of the board's identity.

1. *The board of trustees is a legislative, not an executive body. Its primary responsibility is the determination of policy. Execution of policy must be scrupulously left in the hands of the president.*

The distinction between policy-making and execution is not as simple as it once seemed. An example or two may be useful.

As a rule trustees delegate curricular matters to the faculty through the president. Yet the board is responsible for the fiscal status of the college. Therefore the board has the right and duty to examine recommendations from the president on every major curricular revision that might occasion financial stress.

Again, there is debate in many places about who shall be permitted to speak on the campus. The clear trend is to open the campus to as many outside voices as possible, and for good reason. Bad arguments are most easily met when there is an opportunity to hear them articulated. Invariably specious arguments defeat themselves. The board will be well advised to listen most carefully to the president's proposals on this question, for he should understand campus dynamics. Nevertheless, the policy is within the province of the board; and the board must help to defend the policy.

What happens if a college building is illegally occupied? Again, the board will need recommendations from its chief executive. The policy must, however, be the board's, and if this can be articulated before an occupation, so much the better. Even with the most meticulously anticipated plans, of course, unexpected difficulties may arise; and then extraordinary efforts must be made to bring representative trustees, administration, faculty and students together to discuss next steps. It is at times of such gravity that a stable, understanding board is worth its weight in gold.

2. *The authority of the board of trustees rests in the board as a whole, not in individual trustees.*

Whenever individual trustees arrogate to themselves the authority of the board, numerous difficulties arise, and trustees may be pressured from all sides. Board members must practice great circumspection when speaking as individuals.

Suggestions have already been made as to fruitful methods of relating the board to students. There is all the difference in the world between official and formalized relationships of this kind, and the individual approach of a trustee.

3. *Since it is the board's major responsibility to assist, guide, and evaluate the progress of the institution, it is highly important that one administrator be held responsible for college performance. Therefore the college president should be the only administrative officer to deal independently with the board.*

Where two or more persons are held separately and directly responsible to the board, serious frictions are almost certain to develop and, what is more dangerous, responsibility becomes impossible to fix. The "unit" type of administrative control has almost everything in its favor. In an independent college it is a necessity.

An effective president delegates responsibility. If he does not succeed at this point, he will fail. The dean, the dean of students, the business manager, and the director of development have very specialized functions which the president has neither time nor perhaps competence to fulfill. These officers should almost without exception be invited to trustee meetings, but the president must lead and guide.

Having said all of this, it must also be clear that the board's most critical problem arises when the college is seeking a president.

Board and President

What can the president hope for from his trustees? Let me attempt a basic list with very little comment on any single item.

1. Trustees should *know and understand* the college – its purposes, its program, its clientele, its physical and financial condition. This will require continuing orientation and education of trustees, and the president must be aware of the need.

2. Trustees should *represent* the college, when friends are to be won, where support is to be gained. Trustees can open doors which may otherwise be closed.

3. Trustees must *defend* the college, especially against those who would make it an instrument of private rather than general good. This will require a growing comprehension of academic freedom and tenure, of the nature of changing educational goals and practices, of the characteristics of the young and inexperienced.

4. Trustees should themselves *support* the colleges, financially and otherwise. A noted university president once wrote that what he needed from his trustees was work, wealth, and wisdom and that every trustee should be able to supply two of the three.

5. Trustees should be *aware* that the financial demands upon the president are easy to underestimate. He worries about faculty and staff; trustees should worry also about him.

The Board Studies Itself

A strange paradox of higher education in America is that one institution in our society devoted to research has made so little effort to examine its own practices. The study of aborigines in a far-off place may be enthusiastically accepted by a university as desirable or even essential, but the same insitutionn, so widely proclaimed as central to our future, easily resists efforts to examine its own practices.

I saw this at first hand a few years ago when I read a paper on administration at Berkeley, California. In the course of a statement on the deanship I made this comment:

> Are students . . . to be regarded as important, worth listening to, and accepted also as participants in educational planning? In my view, students are ready to wind up for a revolt against careless university practices which may in the end make "panty raids" look like fire drills in Sunday School.[3]

Now it was no special insight that evoked my statement, only a willingness to listen to serious students talk about their immense frustrations at Berkeley. The point is that *all* institutions, no exceptions, must be constantly re-examining their assumptions and their activities. Otherwise we make plans for yesterday.

Every board of trustees ought intermittently to study its own procedures.

It is a good sign that today boards of trustees of both large and small institutions are re-examining their work to discover the ways in which they may use their time and talents more effectively. Where honest efforts have been made to re-think their responsibilities, trustees have found new approaches to what are essentially very old problems.

In 1959, for instance, Dartmouth College published the results of an appraisal of the work of the board. The study was made by a small committee of the board itself which had, however, the help of a leading firm of management consultants. It is significant that the management firm did not write the report; the committee did. This is a possible approach to trustee self-examination.

In 1960 an exceptionally useful book, *The Board of Trustees of the University of Pennsylvania,* gave the results of a study of another major university. The author,

Donald R. Belcher, had held numerous important governmental positions, and had been treasurer of the American Telephone and Telegraph Company. He was asked by the Pennsylvania board to study its operations and to make such recommendations as he saw fit. In this case the university was assigning an outsider to appraise its work, perhaps the first time in the history of American higher education that such an attack had been made. The excellent report speaks for itself.

Not only the notable universities are doing what Dartmouth and Pennsylvania found desirable. Many colleges have confronted the same problem in their own ways. Thus a liberal arts college in the Southwest took quite another tack. The trustees, both encouraged and discouraged by institutional progress, decided that the best method of looking at the college would be to start by facing their own responsibilities. The board named two of their own body to serve on a study committee which was to have as its chairman an outside consultant. This gave the committee the benefit of "inside" knowledge but also of "outside" vision.

The final report, presented item by item to a full meeting of the board, forced trustees to re-think many of their practices as well as to look at their personal responsibilities as board members. It was the first experience of its kind for the board and elicited much serious discussion.

Many institutions are now in process of re-examining the whole matter of governance, especially as faculty and students grow increasingly determined to have part of the action. It is a good sign.

What are the problems to be considered as a board re-thinks its work? A long list could be suggested, but here are a few which have recurred in nearly all trustee studies:

1. What are the exact provisions of the college charter? Are these being followed? Does the charter perhaps require revision?
2. When were the trustee bylaws last studied? Are there provisions of the bylaws which hamper the development of the institution and require change? Do the bylaws conform to the charter?
3. Is the committee structure of the board effective? Should there be fewer committees? Is the executive committee the only one with any genuine function? Are committees actually working? Is there time and information enough for sound committee work?

4. How is the board constituted? Are strong men and women being brought on the board? Should there be more definite retirement regulations? Should there be provisions for rotation of members and of committee chairmen? How conscientious have board members been in attending meetings? What special responsibilities have they accepted? How generous have trustees themselves been with the college?
5. Where is the college headed? What are its long-range plans and needs? Do the trustees get from the president and his aides a clear picture of the state of the institution?
6. How useful are trustee meetings and how effective are communications between meetings? Are the trustees increasingly involved in policy decisions of long-range nature, and are trustees called upon to help especially at points where their own talents are unique?

Obviously such a list could be expanded almost indefinitely. Yet even in its incomplete form it will serve to suggest the kinds of problems confronting every board which would work toward important goals. Each trustee will have his own list of questions which bother him.

There are, to be sure, certain basic requirements which must be met before any trustee study is useful. The first is that the constituency – the president, staff, faculty, and students – must *want* an effective board. The second is that the board, individually and collectively, must want to serve. Experience has shown that most trustees regard their place on the board as an honor but not as honorary. The distinction here is of utmost importance.

Conclusion

Eugene Field once reviewed a play in this laconic fashion: "The only trouble with this play is that the end is so far from the beginning." This may be your feeling about this paper. My conclusion at least will be brief.

I believe in the validity and necessity of the trustee system. It requires adjustment and revitalization. In my view, no "community" or "collegial" system of governance gives any promise of success without actual trustee collaboration. We must therefore labor to make the system what it should be.

I remind every trustee here, and every president, that being a trustee is at once a great burden and a great opportunity. Is this not always the case with large human efforts?

Education may have such lasting effects upon individuals and society that few men or women will ever find greater opportunities to serve than as college trustees. The college trustee can advance one college greatly, or several hardly at all.

President Raymond Hughes wrote in his *Manual for Trustees:*

> "No public trust is more important than that of being the trustee of an American college or university."

I say only, Amen!

[1]Drucker, Peter — *The Practice of Management,* Harper, 1954. This book along with Drucker's *The Effective Executive,* Harper, 1966, ought to be required reading for all college administrators, especially the president. In the latter book the first two chapters, "Effectiveness Can Be Learned" and "Know Thy Time," are priceless.

[2]This point is well treated in John D. Millett's *The Academic Community* (New York: McGraw Hill Book Company, Inc., 1962)

[3]*The Study of Academic Administration,* WICHE, 1963, p. 66.

OPERATIONAL IMPERATIVES FOR A COLLEGE BOARD OF TRUSTEES IN THE 1970s

Arthur C. Frantzreb

Our world is undergoing vast social and cultural change. So is our nation. And our cities. Even our churches. Yet change should not be new to us. Our country was founded by those seeking change; those who had neither voice nor power to cause change from within their society. So they left.

Today, those seeking change cannot go to new continents to realize change (though the moon may be a possibility – we're told it *is* quiet there).

Change has always been part of the human condition; it is a measure of progress. Physicists say that change is observed motion. They state further that motion is the product of applied force. What is different is the accelerating pace of change and the noise and voices of change. There is every evidence that the pace of change will increase greatly and the insistence of the voices will rise.

Our society has not been static for many years. Our gross national product shows this. And we have other evidence. Some painful. No straight-line projections can be drawn from yesterday into tomorrow in honesty and reality. Faced with this crushing impact many persons, unready to meet the future when it comes, suffer 'future shock.'

For more than three years our colleges and universities have been in 'future shock.' College campuses have become microcosms of social and cultural change. Now decision makers and governance bodies are racing to anticipate and to absorb future shock.

But why should we be so surprised? Educational institutions are nothing if they themselves are not progenitors of change. Colleges are change agents for others, but until recently they changed little themselves. Don Fabun, in his recent book *Dynamics of Change* (Prentice-Hall, 1967), describes change as a "measurable difference that an organism experiences in relation to its environment." And we have organisms all over our campuses; some of the organisms change measurably until they become alumni.

And how does Fabun's dictum apply to trustees? Do they exhibit "measurable differences... in relation to (their) environment?" I am afraid that, based on our own experience with many boards of trustees, the answer would have to be "no." We are astounded at how many boards of trustees preside over the destiny of colleges which no longer exist – at least as the trustees see them!

Of course we recognize that, central as they are, they are not professionals as directors may become in the corporate world. They are part-time volunteers at best, many are dedicated students of higher education, many have convictions as to the importance of small colleges in our American system, some are apathetic.

We are very sympathetic to the problems of boards of trustees, yet their responsibility for policy direction and assurance of management integrity is a public trust which cannot be delegated. No longer is trusteeship just an honor. It is hard work or it should be if the board is operational. No longer is the 'give, get or git' mail-room criterion for trustees valid. In the 1970s, trustees have a fantastically complicated responsibility to perform for society in behalf of their public trust. If they do not measure up, then another mail-room criterion will get to the board room. It asks, "What do we need trustees for anyway?"

The reasons have been covered more than adequately under remarks and statements entitled, "The Role and Responsibility of a Trustee." Trustees must function to be effective but they must function at the policy level – informed, understanding, patient, undergoing constant personal and group renewal.

My job today is to discuss operational imperatives. And such discussion for trustees in the 1970s is risky business. Many are writing and speaking on matters of campus governance. Some are doing something about it. There are new models being tried. Some are unicameral, some bicameral, some tricameral. None

has been proven ideal, to my knowledge; and none has proven unworkable although some have failed because the method did not survive human failures. Which models are best for which colleges no one knows. We do know that the test of any model is likely to be the product of four elements:

1. the attitude and leadership of the chief executive, namely, the president of the college, who wants the model to work or not;

2. the process of institutional and trustee self-study; the desire for renewed or new understanding of the very nature and role of the college and the board itself;

3. the degree to which each trustee gives more of his time to understanding and involvement with social and cultural change and the college's plans for response to that change, and

4. the adequacy in implementing standing and special committees of the board of trustees and the work of the board itself.

Perhaps the process of trustee operation can be reduced to a series of imperatives.

Imperative 1. Institutional Direction: Any effort of a board toward self-study, renewal, or change without direct relation to institutional self-study, long-range planning, renewal and relevance is an exercise in perpetual motion. Before trustees can restudy or redesign their own functions and destiny, they must order restudy of the role of the institution to which and on behalf of which they are expected to respond individually and collectively to the future needs of the college.

Self-study and long-range planning today is an art of administration. Some day it may be a science. It isn't now. Most attempts are self-justifying unless internal pressures for change are present or unless there is the 'smell of smoke' in the distance.

Planning begins by seeking answers to some critical questions:

A first and most devastating question: "Would this college really be missed if it didn't exist?"

A second question: "By whom?"

A third question: "Who really cares? Really?"

A fourth question: "Whom shall we educate?"

A fifth question: "To what purpose shall we educate?"

Without these hard questions recurring in the 'think tank' sessions, subsequent or sequential planning has not really started at the beginning. There must be hard, deep, sincere, relevant academic planning before the teaching process itself is valid, or the administration, or the board of trustees. Perhaps the best way to design and to objectify the process is through the retention of counsel who can ask the hard questions, guide productive sessions, and leave without fear of recrimination.

Among all constituents of a college, trustees appear least able to discuss the philosophy of education or the case for their institution. Yet such a philosophy exists. It may only be a brief paragraph in the college catalog. These, however, seldom reflect today's realities. Trustees must address themselves to redetermining tomorrow's educational philosophy and its understanding before they concentrate on adjudicating educational procedures in a vacuum. These determinations are the prime responsibility of the Standing Committee on Academic Affairs to initiate, oversee, review and recommend. Their recommendations merit continuous discussion, testing and understanding, and it is the responsibility of the president of the college, the board chairman and the Standing Committee on Trustees in the preparation of meeting schedules and meeting agenda to assure such discussion.

To assure attention to educational philosophy, long-range planning and institutional case development, trustees should bear in mind these considerations:

each board should contain members from an academic community, but not from

their own institution, who understand faculty, curricula, students, programming and planning;

such members should not chair the Standing Committee on Academic Affairs lest lay members constantly defer to a strong professional viewpoint without access to broad review;

each trustee must be interested in education, not just the process, or finance, or building;

agenda of board meetings must be structured to provide discussion of educacational issues, trends and options, and

periodic review of all policies and procedures of philosophy and long-range planning will assure management check-up and feedback.

To these ends trustees must be capable of speaking publicly and formally on behalf of the philosophy and case of their college with understanding, with conviction and with assurance of its validity. Such sponsorship is trustee statesmanship.

Imperative 2. Trustee Relevance: It is appropriate that the board of trustees establish within its own membership, at least every five years, an *ad hoc* self-study committee. This committee should examine objectively its stewardship of the college, assess its provisions for its own renewal, examine its checks and balances on the effectiveness and efficiency of its policies, procedures and administration as well as its directions for the future. The status quo should not be allowed to become too comfortable. New insights, new experiences, new knowledge should be sought, diagnosed, discussed, and even applied. Above all, the relationship of the board to the faculty, students, administration, alumni community, other institutions and other trustee bodies should be studied constantly.

Change should be expected, even encouraged. Evidence should be heeded. Board membership realignment, even surgery, may be required and must be faced squarely, openly, honestly. The board of trustees must relate to its institution, not just hover above it. They must know it as it is, not as their memory recalls. They must align themselves to its needs, not to their own preferences. They must send it on its way into the future confident in the quality and competence of their stewardship.

Here again, to assure objectivity such a study may be designed and implemented by counsel.

Imperative 3. Trustee Renewal: Perhaps the greatest limiting factor to effective trusteemanship is the very process of selection of members of the board. When we consider how dramatically important it is today to have men and women trustees whose demonstrated leadership or leadership potential can be used and brought into sharp focus on difficult and complex problems, and when we consider that trustees generally are selected two weeks before annual meetings, and often on the basis primarily of personal friendships, is it any wonder that problems abound? How many times has the chairman of a nominating committee called the president and board chairman asking, "You don't know anyone who wants to be a trustee do you? "Of course not." Not today!

Yet a major part of the very life of the college as it goes into the future is in the hands of *this* committee.

We recommend the creation of a Standing Committee on Trustees of such rank and importance that it is second only to the Executive Committee, functions regularly, has key membership, and is staffed by the president himself.

Let us first charge this committee with the responsibility of determining what makes effective trustees and trusteemanship. My long-time personal counsellor, friend, business partner and still friend, Francis C. Pray (perhaps the leading trustee consultant in the country) has devised a prescription for an effective board of trustees. It can be described by formula as 5+5+5 over 3.

The first digit represents five imperatives for institutional success: relevant goals, distinctive program, superior management, adequate financing, distinguished sponsorship.

The second digit cites five functions of the board of trustees: act as a bridge for interpretation of the college to society, set policy and ensure quality, create and counsel management, lead in financial development, and authenticate the institution.

The third digit sets five factors for creating an effective board: match compo-

sition to needs of the institution, educate for effective decision making, organize and staff for effective operation, achieve commitment to action, give satisfying experience and reward.

The formula denominator sets three elements of costs of effectiveness: money for staffing and serving, time (a cost to personal comfort), sharing responsibilites (a cost to power).

This prescription alone is sufficient task for the Committee on Trustees. But there is more. There must be a set of criteria for board members stated objectively, honestly, openly and adhered to. Further, there must be a trustee profile designed for your institution. These are benchmarks, guidelines, operational tools, and usually calculated to provide leadership, not just friendship.

Along with these tools the trustee self-study committee should analyze present trustee strengths as matched to the needs of the college. These strengths should be weighted and balanced throughout the board. Gaps of leadership strength will be apparent immediately and perhaps painfully.

1. *General Operational Strength.* Competence in finance./ In overall management./ In law./ In plant management./ In educational philosophy and commitment./ In planning and development./ In flexibility for assignment to difficult tasks.

2. *Bridge to Constituency.* Alumni./ Social leadership and power./ Church leadership (if church related)./ Governance leadership (if publicly assisted)./ Business power and influence./ Labor./ Faculty./ Students.

3. *Competence in Relation to Nature of the College.* Higher education./ Areas related to major interests in educational emphasis (e.g. arts, sciences, religion, social studies, research, etc.)./ Willing, active leadership in relations and resources programs of interpretation and support.

4. *Other Factors.* Entrepreneurial quality./ Reasonable sex and age representation./ Good geographical alignment./ Evidence of trustee homework./ Evidence of advocacy and/or rational loyal opposition.

5. Availability to Staff Committee. Executive./ Trustees./ Finance./ Academic./ Students./ Plant./ Relations and Resources./ Long-range planning./ Self-studies./ Management effectiveness.

Perhaps the most notorious misalignment of trustees to my knowledge was a university board of 36 members, 33 of whom were attorneys. Nothing was ever decided. The last president had a heart attack while in office.

The above analysis is practical when applied and of great interest to potential new trustees when enlisted as evidence of sound management approach to policy problems.

This standing committee of the board is still standing. There is more to be done for the future. A good, clean, simple set of bylaws must be provided, available, adhered to, examined and updated as needed for functions. A continuous search for prospects for trusteeship should result in quiet, confidential research and analysis. Further, the committee should be responsible for trustee enlistment, matching tasks to people, indoctrinating new trustees, recommending officers and committee membership, developing varied and diverse agenda and workshops, and assuring effective operations of the board itself as a functional unit.

In short, the Trustee Committee on Trustees must be the trustee management unit responsible for operational relevance, self-renewal and greater reward for effective trusteeship.

Imperative 4. The President: The board of trustees selects and separates the chief executive officer. But many boards abdicate their responsibility to assure good management by refusing or neglecting to conduct audits or assurances of management effectiveness just as systematically as they insist upon audits of finances.

The nature and functions of boards are the product of the wishes and capacity of the president. Usually boards weak in leadership, characteristics, committee functions, and general commitment signal the existence of presidents jealous of their power and/or unable or unwilling to delegate, or unaware of the strength lying in mobilization of trustees.

While the president is the chief executive, and while trustees must not cross

their policy-making function into administrative direction or action, the board has a specific responsibility to assure itself continuously that the college management is sound. One technique for such assurance is discussed under "Executive Session" in Imperative 6 below.

The human tendency of presidents to insulate trustees from the facts of institutional life must be watched carefully by trustees to assure that all facts and facets are fully disclosed, preferably in advance of crises.

Presidents must have trustees in whom they have confidence as objective, understanding, knowledgeable counsellors upon whom they can call for confidential advice. Presidents must provide adequate, well-prepared, open feed-back on which policies can be soundly based. The president should insist that his top executive staff are present in board meetings as resource personnel or for special presentations. Presidents who know and understand their own limitations should have the right and budget to retain personal counsel to discuss problem areas where their own thinking needs objective clarification and where they cannot and must not have such discussions with staff, trustees or wives.

There is always considerable debate as to whether or not the president should be a full member of the board with voting privilege. Attorneys may disagree as to parliamentary propriety. Individuals may disagree in terms of employer-employee status. Personal pride, personality force, or fear of power are usually the real characteristics extant when presidents are full voting members. Most presidents cite increasing strength of their positions vis-à-vis faculty and students when they are ex officio members without vote. No administrative officer responsible for implementing policies of governing boards can ethically sit in judgment on those policies a priori and still believe in the checks and balances system of government. Only the president should be ex officio member of the board from the administration.

Imperative 5. Committee System: Boards of trustees cannot operate as committees of the whole, even of small colleges. Present and future problems will require increased involvement, greater understanding and most careful policy analyses and decisions borne in the committee system of investigation and analysis. Everyone can't know everything. Too, leadership-quality trustee candidates increasingly require advance knowledge -- studied knowledge -- on just exactly why they are

wanted as a trustee, just exactly what they are expected to do and who are their peers. A well-defined, thoroughly staffed trustee committee system is a great college asset.

But committees must be given tasks to be effective, given *time,* and given *staff* to serve them.

Small colleges should have the fewest possible committees and these should be related to central functions. These committees are: Executive, Trustees, Financial, Academic, Student, Plant, Relations and Resources, each described below.

The Executive Committee: This committee is of first importance because it exercises most of the powers of the board when the board is not in session. It should not be allowed to remove from office or to consider any matter for final decision (except in dire emergency) until appropriate committees recommend. This committee cannot function properly nor adequately represent the board unless its membership consists of the officers of the board. This committee can also serve special needs such as honors determinations eliminating necessity for most special *ad hoc* committees.

I would underline again that most particularly it must be careful to insist on due process in referral of all subjects to the appropriate board committees and insist on committee recommendations before it, the Executive Committee, (or the board) takes action. *Nothing ruins morale of board members faster than an Executive Committee that does all the work, makes all the decisions, and expects rubber-stamp approval before and after the fact of all decisions!*

Standing Committee on Trustees: This committee has been discussed in Imperative 3.

Other Standing Committees: These committees should consist of active, regular members of the board. Committee chairmen should be authorized to invite non-board members to assist the committee regularly as needed. These may include former members rotated off the board on sabbaticals or specialists or consultants as needed, distinguished leaders who prefer no legal or continuing responsibility. The chief administrative officer for the college in the subject area concerned should staff these committees always *through* the president.

Financial Affairs Committee: This committee should assure that there is an up-to-date financial plan for the college projected at least five years ahead and based upon educational goals, assumptions, and demographic data; review but not control the budget; recommend use of specialists and consultants for investment, audit insurance, legal matters, real estate, financial planning; establish policies and procedures with respect to the investment and reinvestment of college funds but not necessarily manage such funds themselves (belatedly colleges are getting away from restrictive, non-risk, in-house management of even limited funds as not consistent with the oft-applied "prudent man rule"); and to provide for benefit programs for students, faculty and staff. The business office should staff this committee.

Academic Affairs Committee: Contrary to much faculty opinion, trustees cannot delegate their final responsibility and final accountability in academic matters. The board cannot lawfully abdicate its full legal authority and final decision-making power over the *entire* institution. Therefore, this committee has a very special role and function in very difficult times. Of course, members of the faculty should be and should always have been ex officio members of this committee for discussion but not decision making.

This committee must assure that there is an up-to-date written description of the academic purpose, goals, and mission of the college and that review is constant, open and objective, constructive and patient; appraise periodically regular and special academic operations; recommend academic plans, programs, appointment, tenure and other policies; meet regularly with faculty. Periodic institution-wide, intensive, long-range planning seminars should be held to restudy and even realign directions. For these sessions counsel may assist greatly. The chief academic officer should staff this committee.

Student Affairs Committee: We are constantly amazed at how many boards do not provide for a standing committee concerned with students. Yet, this is what the institution is all about. This committee must continually assess and appraise the non-academic aspects of student life; maintain a continuing relationship with student groups; and report to and involve the whole board concerning student matters. The top student affairs officer should staff this committee. Of course, student representatives should be ex officio members of the committee for discussion -- not decision making.

Physical Plant Committee: The functions of this committee should include: study and recommendations for a master campus plan continuously updated to reflect changing educational goals, long-range plans, services, financial needs and projections all coordinated with appropriate board committees; evaluate plant, grounds and the needs and use of equipment; allocation of space; oversee authorized plant construction and physical improvements; and recommend retention and use of campus planners, architects, consultants and contractors as required. The business officer should staff this committee.

Relations and Resources Committee: Whether this committee is called development, public relations or resources, all college information, relations, publications and fund-raising activities should be centered in this committee. Its functions include: the study, promotion and leadership in policies and plans for a broad program of public relations and communications toward better understanding of and positive action toward the college on the part of all constituents; review and recommend on broad policies of fund raising; and the coordination of plans, programs and media relating to college relations and financial support. Related volunteer activity for all programs should be "arms" of this committee. The development officer should staff this committee.

Ad Hoc Committees: These committees may be appointed by the chairman of the board or chairman of standing committees for specific purposes which can be resolved in one year's time.

The best of committee structures, functions and definitions are useless unless they are made to work willingly, carefully, patiently.

Imperative 6. Techniques: Effective trustee operations are often traceable to features of board functions both as to strategy and tactics. Some of the techniques of successful boards include:

Executive Session: Perhaps the best-used parliamentary procedure available to trustees is the parliamentary provision for executive sessions. Usually there is no time when the whole board of trustees nor any committee has or is allowed time of its own for general, open discussion.

Every meeting should provide for just such a session. Usually these may be only

two or three minutes to provide the opportunity for any member to raise questions about trustees themselves, the administration or any other matter.

In fact, perhaps one of the best ways to perform the basic trustee function for the assurance of good management is to discuss it. How many trustees yearn for the time when a chairman might call for an executive session and then states: "Ladies and gentlemen, let's discuss how our college is doing. Are our policies being carried out? Are we headed rightly?" These do not have to be gripe sessions but if there are gripes let them come out and let other trustees dispel them, or check them, or call the president back to dispel or check them.

If such a session expresses uneasiness with the president or management, he had better know it early rather than proceeding down the garden path assuming confidence and stepping into sudden oblivion. Call the president in at the appropriate time. Discuss positive attributes of the president, the college, the staff, etc., as well as negative points. Anyone can find fault. It takes big people to give pats on the back provided they are honestly deserved.

Channel: Faculty, students and staff should have access to a board of trustees only through the president and vice versa. Trustees must defer all approaches through channels as a personal defense and out of respect to the board's chief executive.

Policy Manual: Each board member should have a board and an institutional policy manual confidential in character but comprehensive. Many sample tables of content are available.

Bylaws and Charter: These guides for operations should be up to date, printed, available and reread, even restudied yearly.

Orientation: Each new trustee, and many longer in service, should receive thorough orientation with principal officers and their function, meet with students and faculty, and tour the plant. They should discuss the charter, bylaws, policies, procedures and receive a bibliography on higher education. All should receive the *Chronicle of Higher Education* regularly.

Administrative Preparation: Each meeting of committees should be thoroughly

prepared, agenda sent in advance, supporting materials sharply prepared, adequate time for discussion. Further, each meeting should contain time or a part of the program for 'education' as to issues, student or faculty presentations of achievements, executive sessions, etc.

Reserve Leadership: In addition to regular voting members there should be two additional categories: 1) *honorary trustees,* those who are recognized broadly as distinguished in their field and who would add stature and authentication or sponsorship but have never served as active trustees of the college, and 2) *trustees emeriti,* those who have served long and with distinction. The latter must not be a dumping ground for former trustees. The Committee on Trustees must make these nominations.

Number: A study by the Harvard Graduate School of Business Administration found that the ideal committee membership size for real work was from 5 to 7 persons. We have found that a board of trustees really needs 25 to 35 active, assigned persons.

Rotation: The pressures, issues and complications of managing colleges today demand that boards renew themselves with new experiences, fresh viewpoints in addition to wisdom. Therefore all membership must be on a rotational basis with terms of three or four years but never more than two consecutive terms without a sabbatical year between such service. No interested, devoted trustee will be lost by absolute enforcement of this principle. These persons can remain as advisors when appointed as provided above. The board must have a system to provide for the departure of ineffective or apathetic trustees plus the insistence upon adherence.

Age: No board of trustees can long delay setting age limits for active membership service. Concomitantly the average age of the average board must be reduced by the addition of younger trustees.

Vacancies: Rules must be set to insure that the board is functional through maximum participation of its members. Unrealistic, not just excusable, absences are a disservice to the entire board. In such cases the Committee on Trustees has a prime responsibility to provide replacement.

Rewards: Perhaps the greatest reward is the personal challenge to work at the peak of capacity in behalf of a college. A lunch here, a dinner there is not really ample incentive nor reward for service. Seldom do colleges even recognize trusteeship in a special way. Even a certificate of appointment would be a source of pride and some evidence of service. A special trustee brochure with pictures tastefully done would be a source of quiet gratification.

Conflict of Interests: Document 4.10 dated February 1957 published by the Middle States Association of Colleges and Secondary Schools is entitled "Functions of Board of Trustees in Higher Education." Paragraph 11 of Section III states: "No trustee should enter into a business relationship for his own gain with an institution on whose board he serves. To do so is ethically questionable, open to misinterpretation, and frequently illegal." Bylaws should reflect provisions for adjudicating conflicts of interest.

Workshops: One college with a highly motivated board of trustees provides a workshop for three to four days each summer for treatment of one subject only. The first summer it was academics; next, business management; third, relations and resources. These are most successful, and better trustees result. Several models for retreats, seminars and workshops are available and should include faculty, students, alumni and principal staff members.

Meetings: Boards should meet at least three times yearly -- Fall, Winter, Spring. Standing committees should meet quarterly, especially upon implementation of the committee system. At least one full board meeting should include wives, faculty and students. One full board meeting each year should be a two-day schedule. Hit-and-run or rubber-stamp meetings are almost an insult to the position of trustee and certainly constitute prima facie evidence of no real trustee interest and concern to faculty and students.

Newsletters: Presidents can well afford to send trustees monthly a confidential one- or two-page letter of campus issues, events, personalities and problems as seen from the presidential chair.

Imperative 7. Communication. In my work with educational institutions now spanning some 21 years I have noted that the appointment of faculty and alumni to full voting privilege and membership on the board of trustees is no guarantee of either representation nor communication.

At one college, where a faculty member was elected by the faculty to the board, the day when he ceased to be a faculty member in fact was the first day he sat as a trustee. His own faculty disowned him, distrusted him, would not believe what he reported back about what trustees actually did and said, and generally made his life miserable. In short, the faculty denied the validity of the very representation they sought!

So with alumni. Often these individuals consider themselves only 'attendant representatives' thereby apologizing for their appearance, seldom speak up or out, fulfill quorum requirements, seldom attend alumni meetings except to report the end of their tenure. Yet the name of the game is communication. Individual trustees tend to isolate themselves, I believe partially because of inadequate orientation upon their appointment; partially because of brief, inadequate meetings; partially because presidents resist disclosure and full involvement of trustees fearing administrative meddling. Some trustees do meddle. When they do, their hands must be spanked. Faculty and students meddle in policy. And their hands should be spanked. But the president must be the force and avenue of two-way communications.

In my experience, where free and frequent faculty-trustee-student interchange took place, seldom have I failed to notice tremendously increased internal strength, greater mutual respect, broader institutional understanding.

During the 1970s, colleges which survive and thrive will do so in large part because real, total communication takes place and takes hold to thwart suspicion. diminish misunderstanding, and prove mutual interest and concern for higher education. The board committee system as presented herein is designed as a communications pattern to which conscientious thought and work must be applied to make workable.

Gift Support: The most basic evidence of college support is participation in fund-raising efforts. It is incredible to the informed and considered impossible to the newly informed that seldom does 100 percent of the board give to the annual support of the college. They don't even believe in the budget -- gaps and all -- which they approved. Less than 100 percent giving -- from the widow's mite upward according to ability -- is an insult to the board, the college, the president, the staff, the faculty, the students -- and should be a matter of conscience to the trustee in default of his responsibility.

Advocacy: Each trustee should be able to speak publicly and understandingly about his college. This does not mean that he must always be a positive advocate. Loyal opposition, even at the trustee level, serves as validity that the trustee body is individualistic and openly responsive.

The above techniques constitute some of the nuances of management which will not guarantee in themselves an ideal board function. Their absence individually and collectively may deter progress in sharpening and shaping effective trusteemanship.

Imperative 8. Governance: In the hierarchy of governance values, the nature, role and operations of the board of trustees stands as the highest authority. But there are other critically important levels of input in the decision-making process. Trustees should be involved at all levels as observers or participants, always reserving final judgment and final reaction to the governing body of trustees. Student councils, faculty councils, administrative councils, alumni councils, advisory boards -- each and all are critically important to the life and orderly progress of the college. None can be ignored. None can be bypassed. Seldom are these councils used adequately.

Perhaps the campus-wide unicameral, bicameral and tricameral governance systems now under experimentation or some derivative will be better. This we must see. In fact, perhaps the greatest unrealized resource of the average college is its volunteer leadership, internal and external. Like an iceberg, it's there big as life, interesting, interested, enlisted, available, subject to high motivation, ready to act and react. The unleashing force of volunteer leadership lies in the art of management through the greatest diplomatic statesmanship administrators can muster.

SUMMARY. The operation of a board of trustees is an exercise in human relations. The dynamics of the individual or the body politic can be circumscribed to a limited extent only by rules and procedures.

In the first place, administrators must want trustees.

In the second place, trustees must want special responsibilities.

In the third place, each group must respect one another and work assiduously toward mutual goals, remain flexible, use experience only as it relates to understanding the problem at hand, practice democracy, live humility, demonstrate Christianity.

The board of trustees properly structured, artfully managed is a vast unrealized resource. The decision to create or to recreate or to develop this resource lies with the trustees. U Thant, Secretary General of the United Nations, has stated: "It is no longer our resources which limit our decisions; it's our decisions which limit our resources." Trustees, decide to be Trustees; Leaders, take your college into the 1970s with confidence.

A TRUSTEE EXAMINES HIS ROLE

Warren M. Huff

In Michigan, boards of control of the three large state universities are chosen by state-wide partisan election. If you have never run for election, I suggest you do so as an exercise in public responsibility. I did for the first time ten years ago. I disliked every minute of the campaign but it does something to the candidates. Since the jobs are non-paying, it takes real commitment to go through with it. And don't forget to get your wife's consent before you start or you will end up in a divorce case.

John Hannah, MSU President at the time, asked me to run. I was so taken aback that I stammered an awkward question, "Dr. Hannah," I said, "I am a Democrat and you are a Republican. Why don't you ask some Republican to run." Being the salty old fellow that he was, he answered bluntly, "I can't get one of them elected." Is it any wonder that I always had great regard for the old gentleman's judgement.

The first real shocker was the party nominating convention. Being a reasonably arrogant middle-class businessman, I was ill-prepared to have my personal life and qualifications combed out in public meetings by delegates from all walks of life, many of whom had candidates of their own to support. Humility comes very quickly under these circumstances. And my life was never the same thereafter.

The next shocker was the realization that I needed money for campaign expenses.

But most of my friends that had any money were Republicans. So I got a Republican finance chairman. As I recall it, he raised about $5,000 -- all of it from Republicans. But it cost me for years afterward. I had to pony up for all manner of causes, including Republican campaigns, retirement parties, even drives for Notre Dame University.

Then came the short course in campaign techniques. How to talk to women in supermarkets, or the boys in the corner bar or the factory gate. What to say to the ladies at the mid-morning coffee klatches. How do you face your opponent on the same platform and still be a gentleman. How to keep from being pompous and yet talk about yourself. These were all hard lessons for me. All of the time you learn how important college is to young people and their parents. And what an almost impossible dream it is for some to be able to go to college. It is amazing to me that parents the world over, particularly the poor, understand very clearly that a college education is the way out of their own forlorn existence for their children.

So the campaign is finally over -- and your wife still loves you. The free season football tickets arrive. You get measured for your academic apparel. There are many dinners, often with seats at the head table. Your wife enjoys the poinsettias at Christmas and the lilies at Easter. I was in the hands of an old master, John Hannah. He was the author of the first complete text on "The Feeding and Care of Trustees." I confess I forgot some of the yearning and hardship of parents that I saw on the campaign trail. It was not hard to subscribe to the well-supported logic for the American university system I saw unfold before me. In those days, we had no impudent students to question the system. I remember my initial shock at the criticism of the university over our involvement in a contract to carry out certain functions for the government in Vietnam. I remember the early public horror over the issue of a communist speaking on our campus. On the president's recommendation, we prohibited his appearance. He moved to the fraternity yard and drew an audience of 2,000. The next year, the same fellow returned and obtained university permission to use campus facilities. About 30 turned out to hear him and a number left before the speech had ended. I don't think he has been back since.

I liked the homework the president sent to us and studied it with great care. I

began to notice that some of my colleagues who had been on the board a long time did not bother to read all of their homework. There is a long tradition in American education that trustees meet under pleasant circumstances periodically to endorse the proposals of the administration. This is an easy and comfortable approach to the job. The unfriendly critic can always be answered with the rationale that the board supports its president. The argument runs that if you don't support the president, you should remove him. There is no such thing as a "loyal opposition" in university trusteeship. This posture is badly needed in American universities. I think John Hannah was truly one of the great presidents of his time. But on some issues I would oppose him. I do not consider this heresy; in fact, if trustees do not speak their minds and reflect the views of the real world which they are supposed to represent, they will be failing the institutions which they are supposedly helping by their membership on boards of control. In my humble view, we must allow for dispute in our system of higher education.

Now, I concede that the issues needing public debate in a large state-supported university are easier to identify than they are in a private college or university. Public funding should require public accountability. At least on important matters of policy. Now, that is a simple statement and at first blush you would think it is self-evident. Not so. There are two powerful forces operating against open debate on public issues.

First, there is the personal discomfiture that comes from having one's position examined in the press and the public arena. Trustees being laymen are not always fully informed on the vast complex university and they are not as articulate in the academic thicket as their adversaries. I have found that if you as a trustee openly challenge the policy positions of organized academia you will have adversaries in the faculty and the administration and have them in a hurry.

This is a very compelling force on most trustees because of the second powerful force. The issues are so complex and controversial that there are not at any one moment clear and fully defensible answers.

For instance, the trustee who challenges the schedule of student fees is met with the full force of a complex and incomprehensible university budget with thousands of dollars funneled into all kinds of questionable areas. But the

bewildered trustee, although convinced that money is going down all kinds of rat holes, is unable to penetrate the phalanx of budget justification. So the easy course is to approve the budget and the fees. But if we, as public representatives, are unwilling to face the heat of these twin problems, then, as Harry Truman said, we should "stay out of the kitchen."

And I submit that the position of trustees of private colleges is only slightly less complicated than that of the trustees of public institutions. In fact, I wonder out loud here tonight if the dire circumstances in which most private colleges find themselves may not be related in some small measure to the lack of public accountability on policies by their boards of control. There is a great public debate going on in Michigan and across the country over the support of private schools from the public treasury. There is also a strong tide of taxpayer revolt. In my view, the needed magnitude of public support for education cannot be attained without a much greater leadership by trustees in the public debate and resolution of important issues. Legislatures and public officials everywhere are alarmed at the costs of education, the conduct of our students, and many of the practices of our colleges and universities. And they are only reflecting the dismay of their constituents. We have not been willing to go to the public with a full disclosure of the pros and cons of the issues. Don't blame the legislators. I think they do a remarkably good and generous job under the fire of the issues that face them. And don't blame the private givers, who have continued to support education in the face of mounting doubts of whether the institution of a college education has in fact given to our youth the tools of understanding and skill that we have for so long promised the public it could. Don't overlook the fact that the taxpayers strike is growing most rapidly among the graduates of our colleges and universities. They are the ones who are bewildered by the conditions and costs of higher education. And now their ranks are being added to by a new generation of graduates who are openly raising the serious question of relevancy of the whole system of higher education.

I recommend for your reading the report dated June 17 last by 22 Republican members of Congress to the President of the United States. These men studied first hand at their own expense conditions of higher education unrest over the country. Admittedly, they are not educational experts. And their short trips could not be called an "exhaustive examination." But neither are these men

"wild-eyed, fuzzy-brained radicals." From the ones on the list that I know personally, I would judge that they stand philosophically about in the middle of the minority party. This would put them somewhat to the right of the mainstream of American thought. Yet their report opens with the statement, "We submit to you the following report of campus unrest. The critical urgency of the problem cannot be overstated." The report makes a number of recommendations. Item 9 in this list is worthy of quotation here tonight.

> (9) *Perspective.* There is a need to mobilize opinion and resources. A sense of perspective is lacking on the part of the students and on the part of the public. What students are saying is, in some cases, the same as what the average American is saying regarding priorities, responsiveness, and humanization. Presidential leadership, governmental concern, and communication are all a part of the necessary work which must be undertaken if we are to replace revolution with reform, and despair with hope. Clearly we have found that violence is no answer. And that violence as a means to achieve an end is counter-productive. The crucial factor in the widening gap between students and others is the student's perception of reality. That must be understood by all who seek solutions. This requires of us comprehension, and of the student, understanding.

And finally the report closes with the statement:

> There exist imperfections in our educational system from pre-school programs to graduate studies. These flaws in American education deserve the immediate and thorough attention of the nation. The problems which have already surfaced on the college campus exist in various dormant forms in our secondary schools, and the inadequacies which foster them can often be traced back even further. Until consistent, challenging, quality education becomes a reality, the problem will remain.

To me, this raises a most serious question about our whole system of trusteeship of colleges and universities. Have we failed in the public trust that has been given us? Your membership in CASC and your presence here tonight would give a "No" to this question. But the report of the congressmen gives a loud "No" to the too-often practice that trustees are the keepers of the status quo. In today's world the status quo in educational policy is fatal, and sooner rather than later.

The private colleges have a great historic opportunity before them. To me the public colleges and universities have shown themselves susceptible to the twin diseases of crystallized thinking and bureaucratic academia. They have offset the economies of scale with the dehumanizing of undergraduate education. Your relation to the student is still intimate enough to move to meet today's kinds of needs and kinds of kids we have in the classrooms. If you will do this job and do it well, you will be embraced by private and public funding sources alike.

Let me contrast for you these opportunities, as I see them, for the trustee of the private college with those of the trustee of the multiversity. My mail from citizens indicates a rising frustration with the decisions made by the big public universities on the issue of who gets to go to college. Most big public universities I know have devoted their energies to a search for the golden chalice of elitism.

There is a toothpaste on the market today that goes by the name of "Ultra-Brite." The advertising for this product is very forthright and bold. It depicts a young girl whose life is useless because her teeth are not bright. After using "Ultra-Brite" she is then shown being chased and kissed by a handsome boy. The message to you tonight is equally bold and forthright. Most big state universities have bought the "Ultra-Brite" message. Only it is now spelled "Ultra-Bright," not the same as the toothpaste. The message is that if you can somehow get a student body made up as much as possible of the upper 10 percent or 15 percent of the youth of America as judged by a test that predicts success, your graduates will be distinguished, and you will be known as a great prestigious university and will be "loved" by all. I predict that Ultra-Bright U. will not be able to sell this philosophy to the American taxpayer indefinitely.

The challenge to the profession of education is to train and to educate. It would not make much difference in my opinion whether the upper 10 percent went to "Ultra-Bright U." or to any other college. They are smart enough to be successful no matter what the quality of their education. The taxpayer wants his kids educated. And he knows in his heart that most of his kids are "C" students and are only in the 50th percentile or perhaps below. They want an undergraduate education of the highest quality, and they are paying for it. The trouble is that they are not getting it.

The great need today is for education and understanding of the bulk of our kids.

This is strikingly true of the minority groups and of the poor. This is where the great restlessness occurs that the congressmen are worried about. This is the group that is saying their education is not revelant. These are the kids who are either turned down at the time of application or are "counselled" out at the high school level. It's out to the car-wash job or on to Vietnam. Is it any wonder that our society is being torn apart by a draft law that permits the kids at Ultra-Bright U. to continue and the not-so-bright kid to be drafted.

I view this state of affairs as a failure on the part of the trustees of the Ultra-Bright U's. But I do not expect it to change even under the criticism that is surely rising on the part of the taxpayer. These are hard words; they happen to be my belief. The reason it is not going to change lies in the fact that organized academia has got the "Ultra-Brite" message too. The commonly accepted goal in the big public university is to get a zero undergraduate teaching load or as near to it as possible, a big research grant, and two or three very bright Ph.D. candidates. To the extent that this is achieved, you add further to the prestige of Ultra-Bright U.

The undergraduates? Well, first, keep the number as small as possible and see that they are the brightest and most educationally advantaged you can find. Secondly, put them in classes of several hundred and pay the Ph.D. candidates to handle as much of the teaching load as possible. This keeps the cost of undergraduate education down and makes more money available for the graduate and research programs. This is necessary because legislators will not fund fully the graduate and research programs, so funds have to be diverted from the undergraduate programs. If there is still a shortage of funds, merely raise the fees – especially to the out-of-state students. No one cares what out-of-state students pay anyway; and if the prestige rating of Ultra-Bright U. is high enough, there will be plenty of applicants who can pay the higher fee.

Why don't the trustees of Ultra-Bright U. examine the quality of undergraduate education and correct the situation? This goes back to the two problems the layman trustee faces. In my view they are unwilling or unable to both understand and to move in the face of entrenched organized academicians. Besides, at every meeting of the board of Ultra-Bright U., there is a list of resignations of prestigious faculty members who have found an opportunity at some other Ultra-Bright University where the pay is higher, the undergraduate teaching load lighter

and the research grant larger. This surely adds to the standing of the professor in the eyes of his national association, which is the place where his loyalty lies anyway – not with the university that pays his salary.

All the while, the faculty committees will continue to report that the great pressure, the great challenge to Ultra-Bright U., is in graduate education and research. I agree the golden chalice of elitism has great glamour. The big break-throughs in new knowledge, the outstanding technical publication, the production of the creative expert have added greatly to the times in which we live. And it is gratifying to know and receive the esteem in which the university is held in these regards. Furthermore, the research grants help carry overhead costs. The presence on campus of significant research does enrich the undergraduate program. But all of these arguments still leave out the concerned parents of the not-so-bright student – a taxpayer, a citizen of the state whose son or daughter may want and need an undergraduate education more desperately than the high school valedictorian.

Now, some of you may say that such criticism is not warranted. I assure you I am accurately describing the system. There are hundreds of dedicated teachers who do not subscribe to this system. But they are unfortunately the forgotten ones in our reward system. And as long as there is a shortage of competent teachers, and a surplus of kids willing and able to comply, I suspect the system will continue. It is part of the system – part of the establishment, to which thoughful students are reacting with a burning resentment, And I can assure you that anyone who publicly tries to change the system will receive the brimstone of Hades poured down on his head.

But the reason for bringing this to your attention is a little different. I have tried to illustrate as forcefully as I can the great opportunities that history has presented to the private colleges. The needs of the youngster can be met – and for thousands of kids met only by your wise reaction. If you can continue to demonstrate to the American public that you care about undergraduate education and do indeed have the ability to deliver a quality learning experience, you will make an enormous contribution to our society – maybe a fateful contribution.

Now, I have no doubt about your commitment to quality education. The problem lies in financial support. I suggest that you boldly and forthrightly report the

state of affairs to the American public. I assure you they are looking for the answer you have. If they cannot force the public universities to meet the needs of universal education, they, in their desperation, will turn to the private colleges.

America's stake in you was never higher in all of our history. The answer is in the hands of you trustees. I applaud your search as evidenced by your presence here. And I wish you Godspeed.

THE COLLEGE AND UNIVERSITY STUDENT TODAY

Richard F. Gross

As I understand my task today, it is to describe and, hopefully, to help you understand the contemporary college and university student. Obviously it is foolish and presumptuous for one to think he could adequately describe and understand today's student but then administrators have a reputation for being foolish and presumptuous, so I shall try.

Initially, I intend to describe, in summary fashion, three categories of students: the alienated, the apathetic, and the activists.

Despite the fact that the alienated student is highly visible he probably constitutes a small campus minority. On most campuses, except possibly some urban universities, less than one percent of the student body could be described as alienated. This student is convinced that contemporary society and institutions of higher education are hopelessly irrelevant, and furthermore, beyond change. He rejects outright both the goals and means of society and its institutions and feels that change through the normal processes of decision-making is impossible.

One group of alienated students becomes what some have labeled radical revolutionaries. This small group is defiantly rebellious, extremely militant, and believes in change by revolution. They are selfishly oriented to their own personal causes as contrasted to many of the students we will be talking about later who are quite altruistically inclined. The alienated radicals feel that somehow a better society or college will rise from the ruin and rubble of the one they hope to de-

stroy. Organizations such as Students for a Democratic Society, the Black Panthers, the Black Student Union, and the Progressive Labor Party provide vehicles by which these revolutionaries can implement their ill-conceived goals.

The other group of alienated students is the so-called hippies or yippies, who, seeing all the accumulated wrongs of contemporary society, seek to withdraw from it. They go off to India to meditate with some guru, gravitate to the Left Bank in Paris, or establish their own little sub-culture where they can think deep thoughts and "do their own thing". Essentially both groups of alienated students have dropped out of society, the hippies and yippies probably more so than the revolutionary who is still trying to bring about change but by revolution rather than through established procedures.

The second type of student is the apathetic. This is the dominant type in colleges and universities today. Contrary to what the public press projects and to the experience of deans and other administrators, most students are apathetic. This student is characterized as the typical "college Joe-fraternity boy" whom you and I knew during our college days. Academically he is content with a gentleman's C. His effort to obtain a degree is motivated by his desire to achieve a comfortable place in society. He desires to conform, to fit in, so to speak. We see activists all around us on the campus and in the headlines of mass media, but do not always see the less visible students who constitute the apathetic majority of our student body. *Fortune* magazine has suggested that the apathetic student, the passive student about whom I am speaking, now constitutes probably sixty percent of most student bodies (1). This estimate may well be low. Dr. Kenneth Kenniston, a psychologist at Yale, in talking about activism and the contemporary student suggests that "Dissent is by no means the dominant mood of American college students. Every responsible study or survey shows apathy and privatism far more dominant than dissent" (2).

The apathetic student is materialistically oriented rather than morally concerned. He is much like the student who was described in the literature back in the late 50's as being gloriously contented, not involved politically or socially, the typical organization man who is concerned only about a split-level in suburbia, two cars, a country club membership, a diversified investment portfolio, and a comfortable slot in society. He likes the status quo, he does not want to change things in

government, business, university, or the church. He does not want to rock the boat. This is the student that administrators and trustee adore. He is not very visible, thus often overlooked. Very little has been written concerning him although just recently a book has been published about him, *The Silent Majority* (3). I think this is the student about whom we ought to be concerned. We ought to be concerned about the thundering silence of the apathetic majority. In a sense this apathetic student who's not involved, who's not concerned, has dropped out out of society in much the same way that the alienated student has. He's dropped out, almost unconsciously, because of his lack of concern and involvement.

The third category of students I would like to describe is the activist student. It has been estimated that the activist student constitutes approximately five to ten percent of most student bodies. This is the vocal minority on our campuses. This student is highly visible on the campus but not so much so in the mass media. He is altruistically motivated. He has chosen to stay in society rather than drop out, he agrees with the goals of most colleges and universities although he violently disagrees with the means used to achieve these goals. He believes that change and reform is possible by working within the structure. And he has the sense of predestination, so to speak, that he and his generation will bring about this change and is highly motivated to do so.

An increasing amount of research is being conducted on the activists, although it must be recognized that these studies have been undertaken at such select institutions as Chicago, the University of California at Berkeley, and Columbia and thus students represented therein are a limited sample of the total college and university population. Let me describe, in some detail, this activist who demands so much of our time.

With respect to intellectual ability and academic achievement the activist student is above average. In summarizing the intellectual ability and attainment of these students, Christian Bay has this to say: "There is one difference in particular between students with more radical or liberal and students with more conservative views that shows up in study after study: more radical students kept scoring higher either on intelligence tests or by way of academic grades, compared to more conservative students" (4).

In regard to family backgrounds it has been determined that families of activist

students have disproportionately high income and education. Their fathers' occupations tend to be of a professional nature rather than white- or blue-collar, and their mothers are more often employed and frequently in "career" type positions. More often than not, activist students come from urban, irreligious, affluent, permissive, politically and socially liberal and active families that have enjoyed high social status for several generations (5). Richard Flachs, a sociologist at the University of Chicago, found that, "Activism is related to a complex of values, not ostensibly political, shared by both the students and their parents. Whereas nonactivists and their parents tend to express conventional orientations toward achievement, material success, sexual morality and religion, the activists and their parents tend to place greater stress on involvement in intellectual and esthetic pursuits, humanitarian concerns, opportunity for self-expression, and tend to de-emphasize or positively disvalue personal achievement, conventional morality and conventional religiosity" (6).

Bay states that liberal male students tend to study in the social sciences and humanities and are least often found in engineering, education and business administration. Liberal female students seem to be attracted to social welfare, life sciences, social sciences, and humanities rather than the typically female study and occupational interest of education (7).

Trent and Craise report on the personality characteristics of activists as measured by the Omnibus Personality Inventory, suggesting they score high on the following traits: autonomy, flexibility, liberalism, individuality, social commitment, humanitarian concerns and tolerance for ambiguity (8).

Having discussed three groups of students – the alienated, apathetic and activists – we would do well to consider some of the causes of present-day activism. What are the factors which have molded the hearts and minds of activist students? I say hearts and minds because this is a matter of the heart for the activist student. It is one to which he is emotionally committed. So I would like to suggest some reasons why students are displaying activism as they are on our college and university campuses.

Initially I think it must be recognized that we are dealing with an entirely different student than we were a decade ago. This student is different intellectually and has had a superior high school education which has exposed him to ideas

that you and I did not encounter in our college days. But whereas he may be sophisticated intellectually, he is not always as well developed with respect to his social and emotional maturity. Many times we see what I call a developmental imbalance in these students. Intellectually they can handle a radical idea in the classroom; but we know that ideas have consequences in our behavior and action, and they can't always handle these ideas operationally in their lives. So we have extremely bright young people who are exposed to adult experiences, new ideas and harsh truths much earlier in life. Such experiences lead some students to activism. Secondly, activism on the campuses is a reflection of the problems in the larger society. What are some of the problems in our society that lead students to activism? The affluence so prevalent in our society is a source of conflict for some young people. Dr. Seymour Halleck, professor of psychiatry at the University of Wisconsin, hypothesizes that "unearned affluence unless accompanied by a tradition of service and commitment creates a sense of restlessness, boredom, and meaninglessness in our youth" (9).

Many activists students are guilty about never having had it so good. They're guilty that they have it so good and that there are so many people, whose causes they espouse, who are disadvantaged. This is the first generation of students that has enjoyed the luxury of activism. Many contemporary activists have not had to be concerned about paying their tuition – Mom and Dad are able to do that; thus they have time to be activists. Paul Potter, former vice president of the Students for a Democratic Society, expressed this feeling when he said. "Our minds have been let loose, to try to fill up the meaning that used to be filled by economic necessity." The activist student today has the luxury of affluence which gives him the opportunity to be involved. Accordingly, he takes up the cause of the less advantaged individual in our society – the migrant farm worker in California, the Viet Namese peasant, the black ghetto dweller – and the starving Biafran. He espouses their cause because he knows he has it very good in his own life. This sense of guilt may, in part, explain why he often dresses as if he had no money and thus consciously or unconsciously rejects the affluence he sees around him. If you care to follow this particular point further, I suggest that you read Dr. Graham B. Blain's Book, *Youth and the Hazards of Affluence* (10); and if you haven't already seen the movie "The Graduate" I suggest that you do so. It certainly is a commentary on the young person's rejection of adult society and affluence of our culture. I understand that this movie is the third leading money-maker in film history. Many young people have seen it four and five times, which

attests to their strong identification with the characters and theme of the picture. It is a very strong commentary on how the contemporary young person feels about the affluence of our society.

In addition to affluence, social criticism is prevalent in our society. Protests, social action, and many forms of civil disobedience have become legitimized in our culture. Not only have they become legitimate but they are effective. This is particularly so in the civil rights movement, which is the forerunner of the student rights movement. Students also see in the culture outside the college a society that is computer programmed, technologically tuned, and highly rational. They do not want to become a part of it. To the students ours is an age that has a body but not a soul, and they are struggling to put the soul back into American culture.

The third cause of student activism is the disillusionment of students with the adult generation. The major finding of a study conducted at Berkeley soon after the initial disturbance there five years ago was that the students were not revolting simply because the Dean of Students made a decision prohibiting off-campus political activity on the campus, but that they simply could not face the fact that soon they were going to be part of contemporary society and the adult world they so despised (11). Before we become too critical of today's activist, we must remember that the contemporary student has grown up under a great cloud of skepticism. All he knows is his parents' talk of World War II, Korea, a long cold war and another hot war in Viet Nam, and the ever-present threat of nuclear extinction. No wonder they are skeptical about the adult generation. Someone has suggested there is a new educational toy on the market that assists young people in adapting to the frustrations of contemporary society — any way you put it together is wrong. In a similar vein Dr. Hazel Barnes, writing in an article entitled "The Ivory Tower Rebel and His Philosophy" suggests that, "Today's youth don't revolt because they think man is capable of something better, as much as they rebel in shame at what is considered success" (12). In other words the contemporary student is telling us that we have failed. We have not set our sights high enough. What we consider success is not success according to their criteria.

Furthermore, the adult generation has failed to provide the heroes for the younger generation. One of the songs that the contemporary student has made popular is "Where Have All the Flowers Gone?" A song could well be written and entitled

"Where Have All the Heroes Gone?", suggesting that traditional adult heroes no longer exist or at least are not legitimate heroes to young people. And so the contemporary young person has attached himself to other less worthy heroes, such as Joe Namath, Timothy Leary, and Abby Hoffman, Tiny Tim and Twiggy. Two Kennedy brothers and Martin Luther King have been removed from the list of heroes. Senator McCarthy's short-lived attractiveness has faded and Ted Kennedy's reputation has been tarnished. There are no legitimate heroes; and if we as adults do not provide them, the contemporary student will find less worthy ones someplace. The contemporary student is concerned about the lethargy of the adult generation. He disagrees with our priorities. He realizes that the Civil Rights Act was passed in 1954 and yet we are very tolerant of states and school systems that have not implemented the provisions of that act. He realizes that colleges and universities have done little for minority groups. It has taken us fifteen years to make minimal strides with respect to the involvement of minorities in higher education. Students recognize the poverty, starvation, and disadvantaged state of so many people and rebel in shame and anger when they realize that we are spending almost ninety-billion dollars on defense and much of that is wasted on equipment that is not functional. They know we tolerate tax loopholes for millionaires who do not pay any income tax and, rightfully, cannot understand why we as adults put up with such hypocrisy. They are disturbed because it took six or eight weeks for the principal parties in the Paris peace talks to decide the shape of the table around which the talks would be conducted while at the same time young men continue to die on Hamburger Hill and other Viet Nam battlefields. And I suggest that if you aren't concerned about that then the contemporary student is one up on you. If you aren't concerned then he is right in saying that you have an insensitive conscience and that he is the one who is sensitive to the real issues of the day. He realizes that we can travel to the moon, make plans to go to Mars, perform human transplants, yet we can't reform our government, the draft laws, the internal revenue service, the Pentagon, church, or our colleges and universities. No wonder he is disillusioned with the adult generation. The student wants his chance to correct our failures. With respect to the contemporary students' disillusionment with the adult generation I see some students on religiously oriented campuses, students at Christian colleges, taking a little different posture. Whereas the contemporary student in the secular university is disillusioned with the adult generation, many of the religiously oriented students are disillusioned with the institutionalized church. I cannot speak for Roman Catholic institutions but if what I read is indicative of

the students' attitude at these colleges, then this is probably so on those campuses as well. So the contemporary student is not only disillusioned with the adult generation but with the institutions we have fostered.

The fourth cause of activism is related, I believe, to the developmental needs and experiences of the emerging adolescent. The student who is emerging out of adolescence to early adulthood has a deep desire and need to move from a state of dependence to independence. The first change most students undergo when they reach the campus is to develop a greater sense of independence. He moves to a state of increasingly independent behavior, action, and thought. This is legitimate and desirable development for the young person. This is why the young freshman student, who has been a model at home and in the high school, will come to the campus and disturb parents, pastors, deans, and faculty members with his behavior. Where he was a model of cleanliness at home, his room at college is sloppy, he may dress like a hobo, probably grow a beard and won't write home for six months. If he has been regularly attending church, he will stop attending and be sure to let his parents know of his new-found freedom. This is an annoying but legitimate response for the student who is attempting to establish some degree of independence. It is a valid response for the student who is attempting to establish an identity that is his own. Up to this time his identity has been basically borrowed. It is that of his family, his peer group, his pastor. He needs to establish his own identity and his own independence. In so doing he becomes an activist and he disturbs you and me. Don't be so disturbed when you see students establishing some patterns of independence and individual identity. Some students simply have to go through this stage of development. College is the time when students are supposed to change and we as adults often don't like the direction the change takes. But it is inevitable, and we need to recognize this.

The idealism and the impatience of youth as contrasted to the pragmatism and long view of adults is a cause of activism and often a source of conflict between administrators, faculty members, and the activist students. The contemporary collegian wants immediate justice, is looking for democracy in its purest form, and demands instant answers to long-standing questions. He is not content with prolonged investigations and committee meetings. He desires ready answers and solutions. As one student said, "Even every two years is too long to wait for revolution." He wants it to happen right now. After all he is only going to be i

the college or university for four years and wants to see some change immediately. He does not understand the nature of a college or university. He is impatient and his impatience often breeds irrationalism. He suggests that we tear down much of what we have, but he does not always offer constructive suggestions on alternatives.

Finally, I suggest that colleges and universities have selected and admitted activist students. They have sought these students, looked for the brighter students, recruited the activist student. Our admission policies have reflected a desire to admit students who are involved and concerned about the critical issues of this decade (13). Kenniston has suggested that there are protest-prone students, protest-promoting institutions, a protest-prompting cultural climate and a protest-producing historical situation (14). Many of our institutions are protest-prompting in that we admit, indeed select, protest-prone students and then create an institutional climate conducive to activism. We have recruited protest-prone stu-students, given them a taste of excellence in education and they want more of it. We have taught them the art of criticism and evaluation and they have used us as the laboratory for their experiments.

In closing and briefly, I wish to comment on a few problems that one experiences in dealing with the contemporary college student, particularly the activist student. I am sure that we will go more into this particular area in our discusson this afternoon on the panel, and I know that Dr. Nonnamaker is going to be discussing this as it relates to the student's involvement in institutional governance.

Many of these students and some adults have an increasingly high expectation for institutions of higher education. We are expected to be all things to all men. We are to solve the worlds problems and all of society's ills. We have brought this circumstance upon ourselves. The promotional literature and "sales pitch" of our admissions counselors makes quite stupendous claims, and when we fall short – when there is discrepancy between the pretense and the practice of our institutions -- students are the first to point it out. There is a gap between institutional ideals and present realities. But students have varied expectations of our institutions. Some students, particularly the activist, expect the colleges and universities to be a political agency – that is, to be a vehicle for organized dissent. They would like to change our institutions into the type of institutions we see in some European countries and in Latin America and Asia. I think it

would be a tragedy if American colleges and universities would become politicized. Others see it as a therapeutic agency, a place where all their problems will be solved. They bring to college the problems of their childhood and adolescent years and think that somehow they will be solved at our colleges and universities. Parents often have the same expectation – that we will provide answers to problems they couldn't solve in eighteen years. Still other students see college as a sanctuary – from the draft or the realities of the so-called "real world", whatever that is. They wish to be protected from the sanctions that their acts of civil disobedience warrant. So conflicting and unreasonable expectations are projected upon institutions of higher education and failure to meet such demands leads to disillusionment, misunderstanding and eventually, dissent. The very fact that colleges and universities are the targets of criticism and dissent is an indication of the high expectations that students and others hold for them.

In addition, I think students misunderstand the nature of the college and university and particularly the decision-making process within our institutions of higher learning. We have not clearly articulated – because we do not fully understand it ourselves – the decision-making process which should characterize our institutions. We really do not understand the intricacies of institutional governance and consequently are often unable to communicate this process to students and properly involve them in it. Students think that colleges and universities are democracies, but democracy is a political term and is most appropriate when applied to political institutions. Colleges and universities are probably closer to intellectual aristocracies and exist because some people know more than others. Students do not understand this. They do not understand that decision-making must of necessity be related to accountability – accountability for consequences of decisions. Certainly students have much to contribute to institutional governance; but only you and I as administrators, trustees, and faculty members are accountable for some of these decisions.

Then, too, the contemporary student and many adults now see education as a right rather than a privilege. Mr. Huff, the distinguished trustee who addressed us last evening, certainly expressed his own personal opinion in this regard. Our changing admission policies, government legislation, scholarship programs, the development of community colleges and state systems of higher education, and even recent court cases all indicate that education is now a right rather than

a privilege. This notion certainly produces a different attitude on the part of the contemporary student who feels that he has something coming to him in the way of a higher education. Activist young people will not permit us to deny them the right not only to receive an education but to determine the nature and direction of that education.

Finally, in dealing with the contemporary student, we not only deal with the problems of the contemporary college and university but we are also confronted with the problems that we see in society around us. The line between the college and university and larger society is becoming increasingly blurred. This is particularly true of the larger institutions and the urban university which must not only deal with the activist on campus but also the so-called non-student culture that grows up around the university. Organizations that are not affiliated with the university, but which are working to bring about change on the university campus, are a source of increasing concern to university administrators. These then are some of the problems that administrators face when working with the contemporary college and university student.

I believe a generation gap exists. Walter Lipmann, writing in *Harper's* magazine, has spoken about the so-called generation gap. He suggests that, "The movement of events is almost always a great deal faster than the movement of our minds. As men grow older and take charge of affairs, they must battle a persistent human tendency to see the world through spectacles that fitted them twenty or thirty years earlier. When they are not successful in distinguishing between what they learned when they were young and what the reality is becoming to be now that they are older, generation gap results" (15). In our context today I must suggest I think he is writing about trustees. Adults have short memories. We forget what we were like when we were eighteen, twenty, or twenty-two years of age. Many of the adults that I speak with become overly concerned about the activist on the campus and often express a desire to return to the good old days – to their college days of a generation ago – when, they would lead us to believe, things were different. But I would like to remind you that the history of higher education is replete with instances of dissent and destruction that make much of what is happening on the campus today look like child's play. The adults who wish to go back to the Victorian age – to the so-called good old days – want to do so with jet air travel, penicillin, and inside plumbing. They can't have it both ways. I think it's an indication of a decadent society if one generation simply accepts

and conforms to the previous one. I am encouraged with the contemporary student and remind you that each generation of adults gets the youth it deserves. These are our kids, we have only one choice and that is to attempt to understand them and work with them. So I suggest that we suspend judgment on the contemporary student because, as yet, the returns are not all in. I would have hated to have had the faculty members at Wheaton College make a final judgment on me when I attended there some fifteen years ago. If they did, I'm afraid I would not be standing before you this morning. Let us suspend judgment on this generation of students and I suspect history will record this to be the finest generation of students ever known to our colleges and universities.

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THE COLLEGE STUDENT TODAY

Eldon Nonnamaker

When I was asked to address this group today and to talk about the contemporary college student, my first reaction was to accept readily, believing that the preparation of such a speech would not be much of a chore for someone who has labored in the area of student affairs for more than a decade. As I got into the matter though, I soon wished I had not consented so quickly, for the more I considered the problem the more difficult it became to formulate it into any kind of a meaningful presentation.

Students – A distorted View

One of my major concerns today is what I consider to be the distorted image of the college student which is being projected to the American public. If one were not a part of a campus community and had to rely only on the news media for information, it is understandable how one might conclude that all college students are activists and that every student is about to take up arms against the establishment.

This is simply not so. At best the so-called number of "hard core" activists on most campuses does not number more than one-half of one percent of the student population. A better name for them might be the "committed" activists, for they are committed to keeping a constant "press" on the campus community, and will seek to use almost any issue to this end. To place almost all of the blame for campus unrest on them, as the recent American Council of Education statement

implied, however, is to beg the question. There are on almost any major campus another 20 to 30 percent of the students who might be labeled the "concerned" activist, and given the right issue, will join with the committed activist in protests and confrontations. This is one of the major reasons, I suspect, that many college administrators are reluctant to rush into precipitious action against the "committed" activist, for if the action is seen as arbitrary, capricious, or done in bad faith, there is a great likelihood that the "concerned" activists will become involved and that the matter will be substantially escalated.

Given the fact that perhaps 30 or even 40 percent of the students make up the "committed" and "concerned" activist, this leaves another 60 to 70 percent of the students whom one might label as non-committed or non-concerned, at least most of the time. This is not to say that they do not have strong feelings about higher education or American society, but simply that they do not ordinarily demonstrate these feelings in the same way that the "committed" or "concerned" activist does.

The point I am making, I guess, is that it is as difficult to generalize about today's college student as it is difficult to generalize about today's America. My main contention is that the American public gets a distorted view of what today's college student is like.

For example, the public hears very little of our own Office of Volunteer Programs. The director tells me that currently some 9,600 Michigan State University students are involved in some 80 different volunteer programs. Or the fact that our Panhellenic Council has carried on a continuing volunteer project in Towar Gardens. Or the fact that a group of our students are planning to visit a number of communities this summer to try to do something about the current image of the college student. Or the fact that for the past several summers a number of our students have served as tutors at Rust College in Mississippi. And I could go on and on. Perhaps it is unfair to say that the public does not hear of these things; it does, but because by and large they lack sensationalism, they are soon forgotten. Further, it is not common in American society to brag about or be remembered for one's good deeds, for in Shakespeare's words, "the evil that men do lives after them, the good is oft interred with their bones."

The above constitutes one of my major concerns -- that of a generally distorted

view of today's college student and what he is like. Close on the heels of this concern and equally important, I think, is what I believe to be a general misunderstanding of today's colleges and universities.

Higher Education -- What Is It?

Perhaps one of the reasons why today's college and university is so misunderstood is because of its students, but I submit that the problem goes much deeper than this. The behavior of students that we read about is, I believe, only symptomatic of the real problem. Perhaps the problem I refer to can best be expressed in the words of Dr. Joseph Fitzpatrick at the recent American Association of Higher Education meeting. He maintained that higher education is currently faced with three dilemmas -- "the dilemma of the function of the university to conserve versus its function to liberate; the dilemma of the need of the university to be objective versus its desire to be relevant; and the dilemma of the obligation of the university to analyze social action theoretically versus its obligation to be involved in social actions directly."

The question really has to do with a philosophical definition of the role and function of the university in contemporary society.

It seems to me that much of today's unrest can be traced to what amounts to a paradox in the expectations which contemporary society has for its institutions of higher education. Different segments of the American population, including segments within universities themselves, have definite ideas about what higher education *is* and *ought* to be. Unrest, it seems to me, is simply an expression of these differences of opinion about the purposes and objectives of higher education.

There are, for example, a number of people who believe that universities are a place *to get* an education. The words *to get* in and of themselves indicate a certain passivity, in that students come to universities and somehow acquire an education. This is closely allied with the idea that it is the purpose of a university *to teach.* This implies that students come to *be taught,* and that somehow the learning of the ages is transmitted to the student by the instructor -- often without very much intellectual activity by either the student or the instructor. The basic idea behind this philosphy is that the purpose of a university is to prepare a student for adult life so that he can fit into an identifiable place in so-

ciety. The society, in this case, is defined, to a great extent, as a place with relatively constant demands. One of the ideas underlying this educational philosophy is that it is the purpose to indoctrinate or to shape the student to constantly replenish the current system. Essentially this amounts to a closed education and does not allow greatly for innovation or a questioning of the status quo.

There is a real problem then if one considered the purpose of education from a significantly different philosophical position. Such a position has been enunciated in the last decade or so in the terms of a different expectation, at least by a significant part of the society, in that one of the primary purposes of education is that it serves as a vehicle for social change.

One need only to look at the federal and state programs for the education of the disadvantaged, and the monetary grants to the disadvantaged, and financial aid made available to institutions, to realize that colleges and universities are expected to play a major role in solving society's problems. Universities in this context then become not closed but open systems, and their purpose is to liberate and to change; not to indoctrinate or duplicate for that which has gone before. Perhaps this change has come about because other societal institutions have not apparently been successful in meeting society's needs or in serving as a liberating or innovating force. This is true of the traditional institutions: of the family, of the church, and even of government.

The real fight then is about which of these contradictions about the purpose of higher education will prevail, and whether the traditional idea of the university or the contemporary idea of the university will become the appropriate model. Students, at least the majority of them, are more generally enthusiastic about the contemporary idea of the university and view its primary purpose as essentially a vehicle for change.

Let us look, for example, at some of the reasons why students are more generally in favor of this position.

Legacy of the Past

It is not difficult for today's student to look at contemporary society and believe that the older generations have not done a very good job of it. It is not difficult for them to see war, disease, and poverty all in the midst of plenty. They find it

difficult to understand how society with the ideals stated in the *Bill of Rights*, the *Declaration of Independence*, and the *Constitution* itself can apparently be so far from the conditions which actually exist. To many students this smacks of hypocrisy. Youth generally tend to be idealistic and cognizant of human feelings and when they become aware that there is a great difference between what society preaches and what it practices they often become indignant.

As students look at the many problems which surround them it is not difficult to understand why many believe that previous education has not been relevant to social needs and has not, they believe, solved society's problems. There is a tendency to feel that education has not been concerned with human values but that it has, in keeping with the first philosophical point of view I mentioned above, focused more on providing parts for a system. It has done this, many students feel, often to the detriment of a concern for the dignity and respect of the individual. It is not unusual today for the more radical student to point to the whole institution of higher education as a part of what they call the military-industrial complex, and many are apt to tell you that they believe the business of higher education is just that -- business. They react violently to a feeling that all the university is trying to do is place them in a *slot* or to make them just a part which fits a whole without having any feelings for them as people. Not liberating, but confining. Not freedom, but conformity. Not education, but indoctrination. Not concern to the individual, but concern for the system.

Purpose of Higher Education

If we analyze these feelings and look at the difficulties in defining the purpose of universities, we begin to become aware of the problems I mentioned earlier. That problem, really and simply, has to do with what higher education is all about. On the one hand, for example, the public seems to want universities to accept more and more students. This requires more and more money. Further, the public generally is in favor of the status quo. Students on the other hand, complain about the size, the lack of advisement, the lack of personal attention, and further, they complain about lack of intellectual challenge, freedom to think. It becomes a question of how to satisfy both the society and students, and we seem to be caught in a dilemma from which we cannot escape.

It is time we face the question of what universities are all about rather squarely; it is time we try to really determine what is important and which way we should

go; it is truly difficult for universities to be all things to all people. We must honestly admit that an honest difference of opinion does exist -- we must also recognize that things are in fact changing. As Abraham Lincoln said, "...the dogmas of the quiet past are inadequate for the stormy present. We must think anew, we must act anew, we must disenthrall ourselves." For example, I think we must admit that today's college student is more knowledgeable than any other generation of students ever admitted to universities. He is certainly more concerned about his society and, to a greater extent, more committed to changing it. He is, I believe, more concerned about human dignity and feelings. He is less tolerant of hypocrisy and more openly honest in his dealings with others. This bothers a good many of us, I know, because this is not the tradition in which most of us were indoctrinated. Our education, next to his, was clearly inferior and we must resent this fact. I am not sure I know really why he is more concerned and more committed. Perhaps it is because he is more knowledgeable about the world and more aware of human suffering that he has reacted as he has; perhaps it is the threat of the bomb and nuclear war. Whatever the reason, we still must accept the fact that in many ways he is different.

I think too that we must honestly look at ourselves. It is a tendency of people, my age and older, to be conservative, and often we want to do things the way they always have been done. Too many of us have not tried very hard to understand today's student. We have been afraid of change and we have not been willing to listen. One can say that, as far as listening is concerned, many of us have closed our ears and our eyes. But when neither group listens or sees, there can be no meaningful exchange of ideas. I think, too, we have often been reluctant to really take a position and promote a point of view.

We have been unwilling to argue and to reason and often, I suspect, have wanted our word to be taken on the basis of our authority and our knowledge, rather than on the basis of reasoned discussion, Please understand; I am not saying the student is right and the older generation is wrong – nor am I saying the opposite. I am merely indicating that I believe there has been a real lack of understanding on our part with respect to what today's college student is like and what he is saying, and what he believes. There has also been a lack of understanding on the part of the student about today's college and university and what it is like and why it is like it is. Today's college student lacks a sense of history of

evolution – it is natural that he does so. He can find it nowhere: not in history, from parents, or other means of communication.

Where Do We Go?

It is essentially important, I think, that we recognize the basic contradiction in higher education as I have outlined it above. It is important that we make some effort to determine how much the university should be involved in social change or whether it should be involved. It is important that we accept the fact that in all likelihood change will take place, and that this being so, we must look to develop channels through which it may move. It is important that we recognize education cannot be all things to all people. Further, it is important to understand that much student unrest grows out of uncertainty of what education is all about. We must recognize students are people, not things; and that given a viable system, universities can change to meet the needs of society without violent controversy.

TODAY'S FACULTY MEMBER

Peter Oppewall

I was privileged to be with you much of the morning. I was very pleased that I was able to come, with a few minor reservations. One of them was that I heard faculty members attacked for their outmoded teaching methods. We better have improvement in this area, by the way. Also I heard predictions that faculty members are going to be the next targets in the student revolution. I am inclined to agree with this prophecy.

One thing that fascinated me about the program thus far is that I have been rather outnumbered. I see that you have had two university administrators on the program this morning, and will have two student members on the panel this afternoon. Here I am a lonely faculty member sandwiched in between. I guess I'll have to accept that as a vote of confidence and assume that one faculty member is worth two members of the administration. Furthermore, since being in politics, I am used to being outnumbered.

My subject is today's faculty member. It is obviously impossible to express adequately the hopes, the interests, the problems and the expectations of thousands upon thousands of faculty members across the United States. There must be some way to define and to focus this subject. One of the obvious ways is of course to limit yourself to your own perspectives. My perspective happens to be that of the private, church-affiliated college faculty member. I have been a member of the Calvin College faculty for fifteen years. On the one hand you might say that this is a narrow background and I would respond by saying at least I know

that one background well. Furthermore, I did attend the University of Michigan for two degrees and so spent four years on that campus. I have tried to keep in touch with friends and colleagues whom I got to know there. Furthermore, the State Board of Education has been involved in coordinating higher education and in this capacity I have had further contacts, primarily with Boards of Trustees members and administration members, rather than faculty members. However we do hear from faculty members occasionally, particularly by means of the AAUP. Representatives met with us recently and presented a very thorough and articulate analysis of some of the financial problems of higher education in the State of Michigan.

Let us try to limit our discussion by concentrating on the four-year liberal arts private college faculty member, and by using the state supported college and the large four-year university professor more as a backdrop and as a basis for comparison. As a further limitation I would like to focus on three particular subject areas. One, the professional climate or the teaching conditions that the faculty member today aspires to. Secondly, I would like to talk about faculty power: some of its problems, some of its limitations, also some of the aspirations of the faculty in the area of faculty power. And I feel that I cannot talk about faculty power these days without also talking about student power. This is a subject that you have already gotten into in some depth. That is all to the good. I don't think we can talk about the whole subject of university governance and the faculty's role in it without reference to student power.

First of all, then, professional climate and teaching conditions. In general I am going to talk about traditional goals and aspirations of the faculty member. They may differ somewhat today compared to ten years ago in that these expectations have been upgraded sharply in some areas. They tend to be personal and even sometimes rather private. But nevertheless they are very important to faculty morale.

I think that teaching conditions have improved greatly during the fifteen years that I have been teaching. There are various reasons for that. We have generally improved economic conditions across the country. There has been a severe shortage of college faculty members. Competition has been fierce. Bargaining power is good, at least on the part of the individual faculty member. Also the impact of the professional organizations has been getting stronger. There seems to be an upward

movement here from the public schools, from the high schools, in fact even from the community colleges. The elementary and secondary teachers have been doing the real bargaining and have made some major advances for the whole teaching profession. Some of the colleges have had to scramble to keep pace with salaries that are being paid on the high school and community college level.

One of the first goals of the faculty member of fifteen years ago and today is that he wants teaching assignments of moderate size and reasonable variety, preferably in the area of his choice and even in the area as much as possible of his own specialty. Again let me draw a contrast. Fifteen years ago when I began teaching, my load was fifteen hours. After four or five years my load was reduced to twelve, and just two years ago, with a sharply revamped curriculum, the number of class contact hours has been reduced to nine. It shows that it can be done, even in a private, church-related, church-controlled college. A small college professor today would much prefer two or three preparations rather than four or five. In this respect he would like to become more like his university colleagues who already fifteen years ago taught eight or nine hours.

The second major concern of the faculty member is to put this time which he has gained now from his reduced teaching role to very good use in other academic areas. He would like to be able to develop his teaching skills, both in subject matter and in methodology. It was teaching that attracted him to the academic life to begin with. It is in attitude toward teaching that we have one of the largest differences between the university and college. It is still true, I believe, that on the small college campus teaching is the real concern, the main preoccupation of the faculty member. This can no longer be said of the university professor. The small college is very serious about the faculty member's teaching ability. It is taken into account when he is hired and when he is promoted.

Another area that the faculty member would like to feel free to move into is that of counselling. This has always been closely related to teaching. I don't mean just academic counselling. He wants also to feel free to counsel students on a more personal basis. There are faculty members particularly gifted in this area, and they should be free to develop their skills. Incidentally this is a way that some faculty members do find themselves more and more involved in administration. It never ceases to amaze me how many faculty members do go into

administration. I keep running into English professors who are Deans, Presidents and that kind of thing in colleges across the state. Somehow this does not fit the stereotype. If there was ever a professor who was supposed to be in the ivory tower, it was the teacher of English. Somehow it doesn't seem to work out.

The college professor today may also want to get heavily involved in committee work, believe it or not. At least this has been true at my campus. For instance the curriculum revision which I referred to a few moments ago was completely self-motivated, and self-propelled. It came from within the faculty ranks. Faculty members want to have the time to do committee work if they are so inclined.

The faculty member also wants to be free to do research. Now if I were a younger faculty member I would put that higher up on the list. The young people joining our faculty today are strongly committed to research. They have been in the large universities; they have been imbued with the idea that you cannot teach successfully unless you are doing research. So they expect to be given time off to do it. That has been a dramatic change in the last ten years on the small college campuses. They also want to publish. They insist upon it. This is a change from ten or fifteen years ago, and I think a change for the better. Now in this area particularly, private colleges have great difficulty in competing with the universities. They can't give the time off, they don't have the facilities, they don't have the money to permit faculty members to spend a lot of time in research. There are concessions which can be made, however. There is a work-study program, federally funded to a very large extent, which permits professors to hire students to help with research. So this is one way in which small colleges can encourage faculty members to do research. Loads can be reduced, at least on a temporary and part-time basis for faculty doing research. Sabbaticals can be encouraged. I think they are on the books at most institutions, but how often are they taken? Not very regularly or routinely, at least on our campus. Any college president or any member of the Board of Trustees can raise this question, "How many of our faculty have been on sabbatical?", "What methods do we have to encourage people to take sabbaticals?"

Another major objective of the faculty member today is that he wants to be a part of a community of like-minded individuals. I would like to use the term community of scholars or educators, to tie it in directly with a point made this morning.

There will be more discussion about that later I trust. Here the private college has a built-in advantage. We have a community by definition. At least the religiously oriented college has. There is a common goal, there is a spirit of dedication. There is a concern for one another and a concern for students that arises out of religious motivation. We share a spirit of loyalty, a willingness to sacrifice. Our primary loyalty is to the group, the community. The President of our college likes to use the term, the Calvin family. The primary loyalty of the university professor is toward his department or his discipline rather than the whole school or community. The small private college is obviously in a much better position to build up and to draw on this spirit of community than the large university. It can be extremely important in the maintaining of faculty morale which in turn pays large dividends in the hiring and retaining of personnel and in general effectiveness of the teaching program. The challenge is to extend this sense of community so that it includes the students and the board of trustees as well as the faculty and administration.

Another goal of the faculty member is that he wants to be free to pursue civic and community involvement. Now that opportunity may be limited on small college campuses. It has been growing very rapidly on the Calvin college campus. In the past the faculty has been heavily involved in church work, but not a great deal in civic leadership. The emphasis is shifting. We have faculty members who are head of the Urban League or head of the Human Relations Commission and active on numerous other boards and committees. One even served as city commissioner. They also wish to be free to engage in partisan politics. I happen to feel very strongly about this myself because I am a case in point. He wants to be free to hold a party office, to run for precinct delegate, to be identified by the newspaper as an active Democrat or Republican without public criticism. He wants to be a candidate for public office if he feels so compelled. Now I got into politics on the grassroots level and I had no intention of running for office. I was always concerned with and fascinated by politics, but intended to participate only on the grassroots level. Somehow I was urged by others to run for office. First of all it was just to put up a candidate, just to have someone better than the opposition. And this is how I eventually landed on the State Board of Education which in Michigan is a partisan office. I didn't plan it that way. I much preferred not to be in the public limelight. This may not sound plausible to you, but if you had asked our college President who was the college faculty member least likely to go into

politics, he would probably have picked me. The college professor today wants to be free to pursue political activity without undue criticism. It may be your faculty members want to do this kind of thing and feel limited. We all know their contributions are desperately needed in that area. The whole reason that I got so heavily involved was that I felt an obligation. If I missed a faculty meeting or a department meeting I was not terribly upset over what happened as a result. It was just the other way in politics. I felt that my voice was more needed there. There are lots of able and responsible people on college campuses who have things well under control. It is not always that way in politics.

Another major concern of the faculty member is adequate compensation and fringe benefits. You notice I have that well down my list and deliberately so. I believe that conditions have improved dramatically in the last several years, at least since I have been in teaching. I started teaching in high school for $2,000 a year. I started teaching in college for less than $4,000. And I had a family to support, bills to pay from graduate school and all that. We certainly were underprivileged members of our society, at least speaking of faculty members in general. But since then great improvements have been made. Again it is very difficult for the small college to keep up with the big university. The financial plight of the small college involves you directly. I don't know what the future holds in store for the financing of private higher education. This problem is one of the big concerns of the conference and I see by the program you are pursuing it somewhat later. At least in Michigan for the time being the private colleges have survived in the struggle and they have even managed to keep pace with faculty salaries. I was just looking at the latest AAUP Bulletin and discovered that five private colleges in the State of Michigan, Adrian, Alma, Albion, Hillsdale, and Calvin all got the same salary rating as did Grand Valley, Saginaw Valley, Michigan Tech, Northern Michigan and Ferris. These are medium-sized, publicly supported institutions. The five private colleges were rated the same as the universities. When it comes to actual salary paid they even rate a little higher, because they promote more rapidly and they have a higher percentage of professors in the full professor category than do some of the public universities. The only way the private college has been able to pay the bill is by raising tuition. And as a result the relative total percentage of students available that go to a private college in Michigan has been declining year after year. We are gaining in total number of students but we are gaining much more slowly than the public universities. Over the past

eight years our share of the total number of students has declined from about 22 percent down to 14 or 15 percent. In other words the decline is about at the rate of 1 percent a year. Well, if that trend continues you can see what is going to happen. I think this is one of the extreme problems facing private colleges. I think one of the most obvious ways to meet the problem is to seek state and federal support. And I think that the small college trustees and faculty members must become unabashed and unashamed propagandists. You have a just cause. The private college is making a unique contribution to society and it could well be lost without increased financial support. The State of New York has given substantial support to its private colleges. The State of Illinois has just announced a large-scale aid program. In the State of Michigan we have a tuition grant program which is a tuition stipend given only to students who attend private colleges. Even though in Michigan substantial steps have been taken, still the relative share of enrollment is declining.

Another consideration important to faculty members would be adequate facilities. A professor wants and needs a good library. It is tied in with his concern for research and it is also tied in with good teaching. How can you teach without an adequate library? I am sure that this is a big concern of the Trustees and Presidents assembled here. He wants a good office too, a place where he can comfortably meet students. I am afraid this has been overlooked in many small colleges. I know that it has not been given sufficient priority at our college. Well, so much for the professional concerns of the faculty member.

Now to go back to some of the broader faculty concerns, particularly the whole question of institutional governance and the faculty's role in it. And as I have said already this is directly related to the student's role. College and university governance is as controversial as any subject in the area of higher education. The campuses are hotbeds of dissent. They are the battlegrounds for social revolution and the ultimate question at stake is power over or control of the college and university. Now traditionally the faculty member has remained aloof from the struggle for power on the college campus. Power had resided in the boards of control and in the administrations. A faculty member has wanted to be free to do all of the things I have described, and as a result he has not been too concerned about the exercise of academic power. Students, of course, were not even asked what their opinions were. Well, the relative role is changing rapidly. We now see

students asking for and sometimes getting power. Faculty members have been asking for some time and I think there has been a shift in the direction of more faculty power. It is my general thesis that this shift has been going much too slowly and must go much further. Faculty has always been dissatisfied with its share of power. There has been a great deal of grumbling about for as long as I can remember. Very little is done about it. The problem is that faculty is not militant and it is not organized. Faculty members always felt confident about their judgment in academic matters, but they were content to criticize administrations when they didn't make the right decisions. I think one of their problems has been they have not sharply defined just which decisions they want to be involved in. Many obviously don't care at all about such things as finances; they want to get well paid, but they're not concerned about how to get the money. Sad to say they have not even been concerned about student affairs. And so I would say that the faculty itself is primarily to blame for its relative lack of power. I think they have not defined educational decision making in a narrow enough sense. I think they have not realized that many of the things they have let go by the board were ultimately influencing educational policies. They have been concerned about but have not been exercising a great deal of power in the areas of faculty appointments, promotions, curriculum, degree requirements, admissions, and academic standing.

The first eight years I was at Calvin only associate professors could vote on who could be division chairmen and educational policy committee members. The Educational Policy Committee at Calvin is very powerful, as its name implies. It passes on all curriculum changes and all appointments of instructional personnel. All of the regular faculty now vote on four of its eight members, but two others are appointed by the president, and the dean and president are also members. The academic dean chairs the committee. Thus in a sense the committee is still weighted somewhat toward the administration. Add to this the president's absolute power over faculty rank (with board approval of course), virtual veto power over new faculty appointments and the appointment of nearly all faculty committee members, and I think you can see that much more academic power still resides in the administration than in the faculty. Now this concentration of power is moderated somewhat by the spirit of community or family which I have been talking about. At Calvin all the important administrators arose out of the faculty and still remain in close touch with them. Even at a college like Calvin, however, I

feel that faculty should have considerably more to say about academic decision making. They have a valuable and unique contribution to make. This need to be involved in decision making is even more urgent on the large university campuses where most professors are frustrated and cynical about academic power. It is ironic that students are asking for and even getting in some cases power which faculty is considerably more qualified to exercise. Even though professors have themselves primarily to blame, nevertheless college administrators and board members could have a lot to say about redressing this imbalance.

I do believe, however, that a new emphasis on student power is way overdue. I believe that the students have the most at stake in the university and they have had the least to say. I believe in the past they have been treated as if they were children. They have been told what to study, when to study, how to study, where to live, when to come home at night, when to go to bed. Historically, traditionally, the rules have been very rigid. The very phrase *in loco parentis* says a lot about a college's attitude toward its students. It sees them as children. And the fact of the matter is that they are not children. The very youngest is 17. Over half of the freshman class is 18. And even at 17 I think a young person in our society is closer to adulthood and maturity than he is to childhood. Then of course many seniors are 21. Some are older than that. Some students are even in the 30's and 40's. A large percentage of students today are married. Most of them hold jobs. They have regulated their own finances. They have travelled; some have studied abroad. Many have served in the armed forces. They have gotten a better education than our generation did. They are forced to mature more rapidly than we did when we were growing up. Many have been raised rather permissively. This problem was covered in this morning's discussion. I think increasing parental permissiveness has some important implications for students' view of authority on the college campuses. I think we are living in times of very rapid social change. I think the young people today will have a great deal to say about what these changes will be. I think there is a generation gap. I think it is pronounced. I think it is extremely important to find out where young people are and what they are thinking and what they are doing. And up to this point we have not succeeded in doing it even on the college campus. We have got to listen seriously. It is not enough to have a few young faculty members who are in tune with this generation. Most faculty members are over thirty. And the ones who are not get there pretty rapidly and they lose touch very quickly. It is the easiest thing in the world for the

college to overreact and to become repressive and to tell the students if they don't like it they can go somewhere else. I don't think we can afford to do this with our young people. I think our young people are the most precious resource this country has. I think that even if all of our young people were problem children, just to make the case extreme I think that even if they were all criminals, we could not afford to turn our backs on them. They would still hold the future of the country in their hands. So we have no choice really, we have to listen, we have to be in touch, we have to communicate. And I happen to feel that much of the criticism the young people are raising against our society and against our colleges is not wrong. I think there is a good deal of truth in what they are saying about our society. They have demonstrated themselves to be very serious, very thoughtful, and very idealistic. They have proven it on the battle fields, and on the civil rights front. They actually led the civil rights revolution in its early days. Remember the Student Nonviolent Coordinating Committee and the marches, the sit-ins and the demonstrations. Remember also that the first organized resistance to the Vietnam War was on college campuses, and it came from students. And they have turned around public opinion in this society on that war in Vietnam. I think students are also right in their criticism of our materialism. Again this was covered in depth this morning. I do not need to elaborate. Suffice to say that I agree with many, though not all, of their criticisms of our society.

I think the students are also right in some of their criticism of the university and more or less of the small college. They criticize the university for its impersonality. There is no question in my mind that this criticism is valid. Think of a megalopolis of 40,000 students, think of classes of two or three hundred. Again, this was touched on this morning. Professors are on leave, professors are doing research, professors are consulting with the government in Washington, professors are consultants for business at very high pay. Students go to the university because of the great faculty there, and they don't get to see the great faculty. They are critical of teaching methods as well, and I hope that the panel will develop this at greater length. In general I think there is a good deal of truth in what they are saying. I think by and large the faculty still relies on the lecture method. With all the developments in communication and reproduction facilities, there are more facts on tap than ever before. I think the lecture method is well on its way to being an outmoded method, at least for the regular teaching procedure in the average course. So what does this mean for revised teaching methods? It cer-

tainly doesn't mean that education is outmoded. I think we are all being influenced by this mass of information. I think it is more difficult to organize, it is more difficult to evaluate than ever before. Students need help more than ever before. It means that learning has to be a shared experience and that the faculty member has to teach the student how to learn and he has to learn along with him. And this can be done far better around the table with ten or fifteen people than it can in the large lecture hall. It can be done in the counselling office better yet.

There is also criticism that the curriculum is obsolete. Again I hope to hear from the students on the panel. I have to be shown in this particular area. I distinguish between faculty teaching methods and outmoded curriculum. What is it that you want to throw out? The study of the sciences? I don't hear anybody saying that. The study of the social sciences: economics, political science, psychology, and sociology? I cannot conceive of that. The study of the humanities? We need the humanities more desperately than ever before. I am interested to note that law schools and medical schools and engineering schools are saying the same thing: we would rather have people with degrees in humanities than people who are too heavily loaded in engineering or the sciences or whatever. So I would like to know more about what has got to go in the curriculum.

Well how do we adjust to legitimate demands for more student power? How do we get in touch with what the students have to offer? I would suggest that a student has to have more voice, more say, more at stake in the university. I think he also has a unique contribution to make. I think one way to do it is membership on faculty committees. If I may look back again, when I came to Calvin College fifteen years ago there wasn't a single student member on any faculty committee. I was appointed to the student religious and social activities committee. There we were making decisions regarding students' social and religious activities and we never even consulted the students. So I asked why we couldn't have student members. It took a while, but the idea was accepted. Two student members were appointed. I was very pleased to look back in the catalog recently and see that this committee is now in two parts and one part has a predominance of students. The social activities committee has seven students to four faculty members. We now have student membership on seven of our seventeen faculty committees at Calvin. And students choose the chairman of the film arts council, which determines which films are going to be shown on campus. There is a student chair-

man, believe it or not, on the faculty evaluation committee. That committee has been revamped and it is going to be quite interesting to see how it develops. We also have students on discipline committees. However, I don't think we have gone far enough. We still do not have students on honors committees, library committees, athletics committees, or counseling and guidance committees. Of all the committees I looked at I think it most obvious that there ought to be students on the counseling and guidance committee.

Another way for students to exercise their power is in the matter of faculty evaluation. I heartily endorse the principle of student evaluation of faculty. I underwent it already as a teaching fellow at the University of Michigan. It was one of the most fascinating and valuable educational experiences I have had. There are a lot of questions on how you go about this, how you evaluate these evaluations, what you have done with them. Obviously you have to do more than collect them and pass them on to the dean. I understand our committee is preparing to publish the results. Should students also be involved in faculty appointments and promotions? These are some of the powers that students are asking for. At the very least I think that faculty and administration should maintain a communication with students in these areas. At the very least I think there could be a student observer at faculty meetings and student membership on most faculty committees. Observers could report back and students would know there was nothing going on that they were not aware of. And how about Boards of Trustees? Again we hope to talk about this on the panel. Why aren't students represented on the Boards of Trustees? Again at the very least I think there should be a student observer. Maybe after they observe a while and see some of the routine and some of the problems, they won't clamor quite so much for voting power. I am going to leave the question of voting power on boards open because I am not convinced yet. Maybe I am still a little old fashioned, I don't know. Realistically there are limits to student participation. They are limited by time, they are limited by interest, by ability, by experience, and their demands may taper off. However, I don't think they are going to taper off until they have made their point, until they have achieved recognition or at least until they have at least had this opportunity for two-way communication which they have not had in the past. I don't think the faculty-student relationships are ever going to be the same again. I think more change is coming in the immediate future than we have seen in the immediate past. Why could not boards of trustees and college presidents anticipate some of these demands that have been made? The private college has a real advantage

here. There is a lag between the problems that arise on the university campuses and the ones that transfer to the private colleges. Sometimes they are diminished in power and scope. But they will come. I agree with the prediction this morning. I am sure they will come. I don't believe the SDS will make private campuses their immediate battleground. But I do think that this society of ours is one society and that the problems of this society cannot be escaped no matter where you may go. The attitudes of young people are very similar across this country of ours. You are going to find these attitudes expressing themselves on the small college campuses just as you are on the big college campuses. It is only a question of time. During this time you have, why not institute changes, why not put students on committees that do not have them already? Why not institute faculty evaluations by students? Why not upgrade the student council and give it more power and responsibility? Why not institute courses in black studies, to mention one of the sore points on college campuses, rather than react out of fear, rather than react repressively? Now please don't misunderstand me. I am assuming what was established this morning, that the vast majority of students are responsible. I am certainly not advocating any violent means to achieve these objectives. I think the university is one of the most fragile of our institutions, and we can tolerate violence least on the university campus.

In conclusion let me repeat that I believe much student criticism of higher education is valid. I believe that reform is inevitable. I believe that the universities and colleges are under attack from both the right and the left. They are under attack from the right because the right wants us to act as a conserver of the traditions handed down. They want us to deliver ultimatums to students and say this is what you will do and this is what you will say. If you don't like it, go somewhere else. They are also under attack from the left, from the radicals. The radicals want us to make the university the instrument for social change. This is not its primary function, although it certainly has obligations in that area. And that is one of the things that needs to be defined and worked out rather carefully. There is another force that is looming on the horizon that has not been mentioned here today, to the best of my knowledge. And that is the legislature. The legislature stands ready to act and has acted in some states. And it holds the purse strings after all at least to the public sector and even somewhat now to the private sector. If we do not act to reform the college campuses from within we are going to get reform from without. Will reform come from the right or the left, or will it

perhaps come from the legislature? We cannot afford to let any of these forces have undue influence upon the college campuses.

Let us reform from within while we do have time. Let us cultivate the ideal of an academic and spiritual community, let us give much more power to the faculty in academic governance, and let us afford students greater involvement in the decision-making process. I am sure governing boards can be instrumental in bringing these things about. I believe that board of trustee members can become more involved by serving on some faculty committees. I think their chances to be involved on our campuses have been very limited. If we are truly a community, then trustees as well as students must increasingly be made an active, sharing part of that community.

THE CHANGING CURRICULUM: IMPLICATIONS FOR THE SMALL COLLEGE

G. Lester Anderson

Clear and consistent trends concerning the curriculum of American colleges and universities are hard to discern at this time. Mayhew declares that "no clear resolution of basic issues has yet been accomplished." He goes on to observe that "further resolution is not likely for issues seem rooted in man's condition, in the change and flux of life, and in society."[1]

But to have made these observations is not to deny that issues exist on which a given institution may be expected to take a position, or that there is currently within the higher education establishment much ferment regarding goals and purposes and means to attain them, which include the curriculum. Indeed, ferment at the present time is considerable. Institutions of any size and of any character should be aware of this ferment, of its potential for change, and, as institutions, should have a stance or posture, albeit a flexible one, about themselves and their future.

It shall be our purpose in this paper to do three things. First, we shall give some indication of the nature of current ferment, trends and countertrends, issues and points of view, and alternative patterns which institutions might follow. Second, we shall set a series of goals for institutions and ends to be achieved through curriculum and instruction, which are relatively value-free as they pertain to current issues and which would seem to be characteristic of most worthy colleges. Third, we shall make some suggestions as to how college leadership might proceed to maintain or establish an institutional position, indeed an institutional character, regarding purposes, curriculum and instruction.

It is not hard to assemble a considerable catalog of contrasting positions regarding purposes and relevant curriculums for colleges. There is the issue of liberal-general-humanities-centered institutions versus the scientific and technological. There is the non-vocational versus vocational emphasis. There is an intellectual emphasis versus an affective one. Other contrasting positions would include: knowledge, value-free emphasis as contrasted with a more subjective value-laden one; a structured learning environment versus an experiential, explorative one. This last issue can take a variety of forms: courses versus experience; formal courses versus independent study; program accounting versus evaluation by examinations; quantified, objective learning versus the subjective, aesthetic, humanistic; set schedules versus high flexibility; in-class learning versus on-the-job or field experience learning. You will, of course, understand that none of these confrontations of point of view or of perspective are clean-cut, let alone definitive. Rigorous contrasts are not to be presumed, but the terminology does point to variety in points of view about curriculum and instruction in American colleges. All have high visibility and acceptability at this time.

At a more currently significant, that is popular, level, a number of things are developing which must be known and understood. Some of these are restorations of ancient concepts, others are a more dramatic exploitation of or an extension of practices which have not had emphasis in the past. These would include the living-learning environmental arrangements which certainly derive from Oxford and Cambridge, study abroad, independent study, tutorials, use of summers or intersessions for concentrated, generally out-of-class, learning activity, on-the-job learning, social service for learning's sake, interdisciplinary seminars or programs, area studies, culture concentration studies, and the "free university."

If there is one development which should be sharpening perspectives about the curriculum more than others it is that of student concern and student aggression. It seems to me that the message which should be coming through from students is not recognized as a message or, if recognized, is then misread.

The aggression of students on a number of American campuses these last years has failed of its purpose. The clamor of the aggressors, the frontal attack upon conservative or long-established value systems, the crudity and bad taste often displayed by the aggressors, and their sometime violence, have concealed the

message. But the message is there for those who hear it. And it is a message that curricula must be reformed and instruction improved. It is, of course, also a deeper message, one of extreme distress for value systems too pervasive in our culture, – of racism, war, poverty, indulgence, of almost callous unconcern for the condition of other humans. And who would claim that these deep concerns do not have profound implications for the college curriculum?

But the important message for this paper is the demand for curricular redesign which if not always clear, is critical.

What I think is happening is this: A significant proportion of our student bodies, significant enough to have disturbed not only the community internal to the college but to have startled, disturbed and shocked almost all organized segments of our social system, are saying that traditional higher education, including the curriculum, is now largely irrelevant, at least irrelevant for goals which should be ours.

These young people are bright. They are well informed for their years. They come from homes of affluence and of pervasive middle-class value systems as well as from the so-called underprivileged segments of society. They are often your children and mine. They are saying that relevant higher education should produce a changing value system for America and should do so immediately. Youth are displaying a sense of urgency and impatience with the traditional slow pace of curriculum change. Education, they say, should not be the handmaiden for, or in service to the wealth-producing community as such, to the defense community as such, to the "secure" segments of the population as such. They are asking for education which interprets and is critical of our philosophical bases for human relationships. Such education would appear to be existential in its own philosophical base. It is basically not pragmatic. It is most often anti-puritan. It is often anti-naturalistic. I do not, however, wish to pretend that I sufficiently understand what is being said to know in any definitive way what an institution should do. I do know that despite the concerns of many adults that in the name of anti-aggression and anti-violence some students act with aggression and violence, in spite of protests for freedom which become exercises in license, that the majority of protesting youth are protesting from a strongly moral base. Their warnings, their challenges, their disturbances cannot be ignored.

Having pronounced this homily we should perhaps return to mundane considerations. Despite our opening statement that a simplistic resolution of basic issues is not to be expected, that a monolithic integrity of purposes and process for all American colleges cannot, and in my view should not, be attained, there is a common base from which all work. All American college curriculums are in the end knowledge-based and knowledge in our culture is discipline-based. Subjects will not disappear. We are all heirs to an Aristotelian-derived organization of knowledge signified by the disciplines in which the Western tradition and culture reside and through which Western culture advances. We do not conceive a significant departure from a knowledge-based, discipline-controlled, subject-centered curriculum for America's Colleges. This is as true for vocational, technical, experience-emphasizing institutions as for those with a strong liberal-general education emphasis, conservative or classical in educational orientations.

But given this base, there is great latitude in which each institution can express its own integrity, its own educational style, its own emphasis, its own value systems, can have its *geist*. And the heart of the matter is for each college to know this and to attain or assert its own identity.

The alternatives available to an institution in charting its course are several. If an institution wishes to give more than lip service to liberal or general education objectives it will of necessity operate from a philosophical base. Taylor has identified three philosophical systems which are represented in American institutions. He calls these systems rationalism, neo-humanism or eclecticism and naturalism.[2] While none is extant in pure form, rationalism is represented in most Catholic colleges and at St. John's, neo-humanism has characterized general education programs at, for example, Harvard and Columbia, and naturalism is basic at Antioch, Sarah Lawrence and the old General College at Minnesota.

Some institutions are seemingly feeder schools to the graduate and professional schools of the university, and their emphasis is almost entirely disciplinary. They may enforce distributional requirements to give a semblance of plausibility to general or liberal educational values, but majors in the disciplines are the crux of it all. Each discipline knows its primary task is to "train" a man or woman who can perform adequately within the framework of a discipline in a university graduate department or of a professional school. The philosophical

base, if there be one, is pragmatic or utilitarian. This is to say that the disciplines are highly useful, and people who understand them are useful people either as disciplinarians themselves or in professions which have a disciplinary base. And colleges, or some colleges at least, exist to educate and train such people.

It is interesting to consider Daniel Bell's deservedly prize-winning volume, *The Reforming of General Education*[3], in terms such as those we have just stated. The book reveals a brilliant intellect and a master of a discipline at work. But Bell's book is in the end a restatement of the value of the individual who has confronted and has attained relative control of his discipline. Then and then only is one to "go beyond" and involve himself, for example, in interdisciplinary study.

I should state that I find nothing unexceptionable in American colleges which accept a discipline orientation, per se. I have great respect for the disciplines and for persons who are competent in them. But I would want such institutions to know what they are and not pretend to be otherwise. All the connotations of a discipline orientation should be recognized. For example, to practice within a discipline, e.g. to have a chemistry major and work as a bench chemist or to take a major, especially a doctorate, in history and teach it is to have been vocationally educated. A discipline-oriented institution should not be "holier than thou" regarding professional-or technical-oriented institutions.

Many American colleges have highly significant "vocational objective roles" to play in American life. Teaching is the single most important vocational outlet for graduates of most four-year colleges, but many such colleges offer programs in such vocational areas as business, nursing, and science-related technologies, e.g. computer services, which are most important to the nation. I believe it is as legitimate and as socially significant for colleges to educate teachers or accountants as to send its graduates to the Harvard Business School, to study law at Yale, or to the Graduate Economics Department of Michigan State University. But again, let each college know what it is, and know what it is doing. Let it not confuse its identity, deny its personality, or pretend to purposes which it does not attain. I believe, also, that this is the essence of the "academic" honesty the students are demanding.

Institutions then must make choices or determine emphases among liberal and vocational ends. They must find in some fashion philosophical roots or accept a pragmatic solution to the need for a philosophical base by accepting, *inter alia,* a pragmatic philosophy.

Within the liberal-general education context and with a common philosophical base, institutional styles and attendant development of human personalities can vary. To liberally educate a man is it to make him a thinking man? A moral man? A happy man? An adjusted man? A conforming man? A learned man? A free man? A creative man? A developing man? Perhaps our objective is a total man who will be reflective, wise and moral. It is, in my opinion, of some significance for faculty, for administrators, indeed for students to think about such things. Such concerns and their review are as significant, if indeed not more so, for college faculties as those which involve numbers of credits to be granted for ROTC, the number of courses to be required outside the major, or the validity of a "C" average requirement for graduation. Indeed, an institution thinking about the former concerns is typically not so much concerned about the latter. Inversely, an institution which seems not concerned about the integrated substance of its curriculum is too often unduly concerned about form.

What I have tried to say, without any particular clarification of categories of choice, is that while there will be no "national higher education establishment" resolution of issues will make all institutions basically alike, each institution should have a reasonable perspective on itself and know what it is. And it should also know what it can become.

I do believe, however, there are a few statements which may establish values on which we can take a common stand. That is, while we may represent diversity of values philosophically and in purpose, we can unite on other value systems. Let me enumerate the principal ones.

Higher education should be strongly intellectual in content and method. Courses or programs should always test the intellectual mettle of students enrolled in them. A test often applied to determine whether a program is collegiate and not simply post-secondary is the degree to which it makes intellectual demands on its students. It is true that institutions differ greatly in their intellectual selec-

tivity, using measurement such as the College Board Scholastic Aptitude Tests. In addition, institutions will differ greatly one from another in their relative emphasis on an intellectual component as contrasted with, for example, a performance component in the attainment of basic purposes. But no institution can eliminate a commitment to the intellectual development of its student body except as it ceases to be an institution of higher learning.

To fail to develop the intellectual capacities of students in a really significant way is to fail to educate. While distinctions between education and training are often made from snobbery and are also often invidious, there is a point to the distinction. Any institution which only trains to a performance standard and ignores the intellectual base to performance is not worthy of the collegiate designation.

Higher education should influence value commitments. The value systems of students should normally have a rather powerful affective base as well as an intellectual base. The value system developed should, it would seem reasonable to conclude, pertain to one's personal system of values and to the discipline or profession which is the larger component of a given student's formal collegiate education. What Sanford is saying in his book, *Where Colleges Fail*[4], is that they fail to establish within students, a value system. Certainly the liberally educated man is a man apart and he is a man apart in that he has *commitments* to certain processes of thought and behavior. Likewise, we know that students undergo a process which the sociologists call "socialization" as they master a discipline or are trained to a profession. Socialization implies a commitment on the part of the professor to go beyond knowledge and intellect to those aspects of being and doing which comprise the affective domain. We know that education is not based merely on exposure to knowledge or even on lessons learned and credits collected. One who "goes to college" experiences a way of life which is unique in that it combines the intellectual and the affective to produce the truly educated person. This must be true for persons who attend liberal arts colleges, teachers colleges, business colleges, engineering colleges, schools of fine arts, of medicine, or of law, – for all these should be an intellectual system and a values system with a strong affective overlay.

Third, it seems to me that education should be conducted with style. By this, I mean, the curriculum and processes of instruction should not be bland, tasteless, or served cafeteria style. Education should for a given institution possess individuality, character, distinctiveness and distinction. It should not only inculcate value but should itself be value-laden. Those who dispense it should care and should be perceived by students as caring. The ends to be attained and the means used should be important to the students involved. Not only should an institution have an identity and integrity; that it has both should also be clear to students as well as staff. Identity and integrity are the essence of style and they command a loyalty not because it is due but because it is unnatural to withhold it. Such characteristics always mark the great institutions, but they can also mark the nationally unhonored and unsung, and so they should.

I have no particular attachment to some of the currently faddish modes of curriculum organizations and institutional process. I think a junior year abroad would be very nice but is not ipso facto superior to a year in the United States. I am relatively indifferent as to whether a student pursues four subjects carrying four credits each per term or five subjects carrying three credits. Distinction between semesters, trimesters, quarter systems and what have you seems to me to be relatively insignificant. All this I believe except in one regard. Institutions which are seemingly innovative or creative (horrid words but I will use them) about such matters are institutions which often have style. In different terms, these activities indicate institutions which "care." I earlier cautioned that institutions which are concerned with form are sometimes not concerned with substance, particularly when an institution is seemingly following trends rather than leading them. But departures from the norms in calendar, schedule, credit arrangements, class processes and so on, often affect learning. They affect it not because of intrinsic merit or casual relationship but because they signify a lively institution, a caring institution, and students respond with higher than normal motivation and expectation in such situations.

To conclude this section we may say the following. While a variety of curricular issues remain moot, certain values regarding any institution's program should be common. At all times the curriculum should have significant intellectual components and should assure that students are tested intellectually. At all times, values and values with an affective base should be being established. Finally,

an institution can and should care; it can and should achieve an institutional style that belongs to it and, which insures, if not commands, commitment to the institution.

Let us now make a few suggestions regarding the role of presidents and deans in attaining these objectives for a given college. So far we have been prescriptive if not actually hortatory. It is easy to say that a college should do this or do that. How ends should be attained is more difficult to prescribe than to specify the ends themselves. But let us see if we can be helpful in suggesting means to ends.

First, let me assert that presidents and deans and I should add trustees do have a significant role. We all remember Ruml's famous dictum: "The trustees have lost control of the faculty and the faculty have lost control of the curriculum." There are aspects of validity to this dictum. But it is doubtful that trustees should have control of the faculty as might seem to be implied. And faculty have not altogether lost control of the curriculum even though it sometimes seems to be so. Frequently, what faculty are doing as the curriculum seems to proliferate without reason is that they are doing "their thing." But when leadership of a truly leading or motivating character is provided things become orderly, valid and right. By leadership we do not mean assertion of authority. Nor by leadership do we imply the exercise of managerial skills. The essence of leadership is the infusion of value.[5] It is value infusion that is called for from presidents or deans or both.

Sometimes all that is needed is to reassert values once established but currently ignored. Through precept, example, and judicious use of approval, administrators can signify or reaffirm what is important, and these acts will be enough. The faculty must ultimately give its sanction to values asserted and must make any curriculum operative if it is to be valid or viable. But faculties oftentimes, I believe much more often than not, want to give sanction to worthy values and viable programs. But if managerial tasks preoccupy those presumbaly in charge, then educational values fade from perception and lose their controlling quality.

If trivial values preoccupy the attention of the nominal leaders, then trivial values will prevail. Sometimes means supplant the ends in the value system and we thus have a perversion of values. Signs replace that which they should signify. What does the president attend to day in and day out? What does the dean attend

to? Who get appointments most readily: those with educational concerns or those with management concerns? Where are resources placed? For example, are funds available for faculty travel to review programs elsewhere as well as for administrators to review affairs of state? Are books regarding higher education which faculty might read as available to them as books on management techniques are to business administrators?

What is put on the agenda for faculty meetings by presidents or deans? Do issues of curriculum loom as large as processes for registration of students? What do trustees expect to have discussed at their meetings? Do faculty members or their representatives ever review for members of boards of trustees matters of program development or evaluation?

Presidents and deans affirm the value systems they deem important not so much in semiannual addresses to the faculty (and such addresses can be important) as in their handling of daily affairs of college life, in how they budget their time, in whom they are seen with, in what they talk about as they lunch with faculty. In all these seemingly mundane activities they are exercising leadership. Does their behavior represent concern for curriculum, for particular institutional purposes, for particular processes of education, for particular faculty and student welfare, or does their behavior seem to indicate that these matters are really irrelevant?

Brubacher in his *Bases for Policy in Higher Education*[6] notes that both Harold Dodds, once President of Princeton, and Harold Stokes, president of several worthy colleges and universities, in their books on the college and university presidency assert the essentiality of the president having formed a " 'mature and consistent' philosophy of education." What these men indicate is that proper exercise of the presidency – and the same can be said for the deanship and in different form for the trustees – requires the formation of an educational value system as well as the cultivation of managerial skills. While it is a partial truth to say that the curriculum belongs to the faculty, the president, as he carries in his person and in his deeds the value system of an institution, influences the faculty in what they do about curriculum.

But let us make one final point. Curriculum renewal or curriculum reform as well as curriculum maintenance occurs successfully as administration for such is properly organized by the college. If administrative acts do not provide sufficient time for faculty service in curriculum matters, if procedures for production of policy statements are nonexistent or weak, if processes for implementation of policy decisions are haphazard or confused, if curriculum policy implementation is unduly delayed, one cannot expect the faculty to maintain a responsible concern. Responsibility for adequate administration for change as well as for order is a responsibility of deans and presidents.

Nowhere have I said there should be committees either standing or ad hoc. It is interesting to note that Bell as he worked at Columbia was considered to be a committee of one! Nowhere have I said there must be a curriculum coordinator. Nowhere have I said there must be an outside grant to support review or reform. What I have tried to say is that leadership must be exercised and that leadership is essentially a matter of getting commitment to values. And I have added that processes for orderly implementation of change or reform must be present and adequately administered. There are no magic formulas, royal roads, or Alladin lamps that I know of to secure quality or achieve change. Commitment, imagination and hard work are significant. I have found no good substitutes for them as I have seen colleges and universities effectively functioning.

[1]Mayhew, Lewis B. *The Collegiate Curriculums/An Approach to Analysis* SREB Research Monograph Number 11. Southern Regional Education Board, Atlanta. Undated, pages 10–11.

[2]Harold Taylor. "The Philosophical Foundations of General Education." Chapter II of *General Education.* Fifty-First Yearbook, Part I. National Society for the Study of Education. University of Chicago Press: 1952, pages 20–45.

[3]Daniel Bell. *The Reforming of General Education.* New York: Columbia University Press, 1966. Also Anchor edition, 1968.

[4]Nevitt Sanford. *Where Colleges Fail.* San Francisco: Jossey-Bass, 1967.

[5]Philip Selznick. *Leadership in Administration.* Evanston: Row-Peterson, 1958.

[6]John S. Brubacher. *Bases for Policy in Higher Education.* New York: McGraw-Hill. 1965, p. ix.

HOW TO GET THE MONEY

Gordon M. Caswell

I consider it a privilege to speak to such an august group of presidents, trustees, and professional people as is assembled here this morning.

Before getting into my assigned topic, I would like to share with you my background in the area of fund raising. Following graduate school, I immediately went into college fund raising. For five years I used the old approach of presenting the needs or opportunities for the friends of the college to support. Although this approach met with some success, I came to the conviction that if a college were to go forward, there had to be not only a well-developed current fund-raising program, but a carefully planned long-range program.

I attempted to convince the president and trustees of the college I was associated with to permit me to develop a long-range deferred gifts program, but approval was not granted. Their reply was standard for most small institutions: "The need for current dollars is so great that we don't have time, budget, or personnel to develop a deferred giving program." I am pleased that when I came to Westmont, Dr. Voskuyl was interested in the area of deferred gifts.

My assignment was to share with you Westmont's program in the area of deferred gifts, alumni and parents' programs, church and corporation programs. My emphasis, however, will be on deferred giving. I will attempt to share with you how this program has affected our annual gifts, gifts for facilities, endowment, and increased giving from alumni, parents, and churches and corporations. If you have

questions on the other areas we won't be able to deal with, you may wish to bring them up afterwards in the question-and-answer session or with me privately later.

A few statistics will help you to determine the effectiveness of this program.

During the seven-year period prior to my involvement with Westmont, the College's total gifts were $712,166. For the immediate past seven years, the figure is $4,959,317. Total alumni gifts for the same period up until 1962 were $58,803, and in the last seven years $176,678. Prior to 1962, the little black book of expectancies kept in the Development Office was completely blank. Since 1962 we have recorded over 11 million dollars in expectancies. We are also aware of a number of others that have told us personally they have set up trusts or included Westmont in their wills. Attorneys and trust officers have informed us that as a result of our literature, their anonymous clients have established trusts or placed Westmont in their wills. An interesting substantiation of this is that of the bequests that Westmont received or was notified about from estate settlements last year, 40 percent were not even listed in our record of expectancies.

The cost for raising a dollar for the previous seven years was 42 cents, but if you took out what one board member gave the cost for raising a dollar was about $1.50. Since 1962 the cost has averaged 20 cents, but when you average the combined cost of raising both the cash and deferred gifts since 1962, it is only five cents. This includes all expenses that relate to the full program of development. In the last seven years, total College assets have increased from 4.5 million dollars to almost 12 million dollars, not including the 11 million dollars in deferred gifts. This increase in total assets comes largely as a direct result of our deferred giving program.

Let me state a few guidelines, some of which may be obvious, that each college president and trustee should know.

First of all, under normal situations a college should not expect immediate results from a deferred gifts program. It is just what it says – deferred – and the results will come over a period of years. I believe Westmont has had better results, even in the first few years, than one should normally expect. A college

should allow four to five years for this program to *begin* paying off. The president should make sure this is perfectly clear to both trustees and faculty. This is sometimes hard for those unfamiliar with this whole area to accept, and the wholehearted support and patience of the president is essential.

Secondly, an institution should be prepared to spend more, percentage-wise, the first few years than after the program is well established. An adequate expense account, a late model car, and a salary to allow him to dress well are all musts for the development officer. The "Fuller Brush Salesman" approach of slightly shoddy dress to win sympathy usually backfires with the type of people that must be contacted in this program. Obviously, the officer must enjoy his work and exude a natural enthusiasm about his institution. There must be no embarrassment about being a fund raiser.

Thirdly, the development officer must be professionally trained. No college should consider beginning a program unless its representative is thoroughly trained and continues to saturate himself with up-to-the-minute information on tax matters and trust laws.

Fourthly, and possibly most importantly, the development officer should have a job description that does not tie him to campus responsibility, but frees him to get off campus and meet those friends who can and will respond to the program of his institution.

Now let me share how we developed a program of deferred gifts at Westmont. Although we did not have an expectancy list or any such program of estate planning when I first came, we had had a direct mail program and a full-time fund solicitor. For fifteen years the solicitor had been faithfully calling on friends of Westmont, telling his story, but very little happened. He knew very little about those on whom he called, so I came into a situation where the only concrete fact I had was the donor's name and how much he had given to the College.

When I make a call, I first assume that a person is well-to-do, until I can prove otherwise. Secondly, I attempt to qualify the prospective donor on my first call by finding out the answers to such key questions as: age of the donor; does he own his own home; does he have any children; how old are the children; does he

own other real estate; has he acquired securities; what was the approximate price of these assets at purchase time.

I always stress with a potential donor that this program of estate planning is a service provided by the College, and that they are under no obligation to Westmont. I am there, first and foremost, to provide them with a service I believe will benefit them. This is perhaps the key to all of fund raising which is so often overlooked; the donor is interested in himself and his problems and how this service can benefit him. Certainly pure humanitarian motives enter into it, but too many fund raisers sell their institutions so hard that they never convince the donor there's anything in it for them, except perhaps "a good feeling" at having helped a worthy cause. It must go beyond that, particularly with in mind the large amounts of money most of these people will have at stake.

Not long ago a woman contacted me about helping her plan her estate, but warned me she had no interest in Westmont. I assured her there was no obligation, and made several trips to her home at quite a distance to work out the details of distributing her considerable funds through trust agreements to over a dozen organizations. On the last visit, she handed me a list of nineteen multimillionaire friends, with the comment, "All of these people have estate-planning problems at least as bad as mine, and I am happy to recommend you to them." Out of the nineteen, all of which I followed up, three resulted in substantial trust agreements for Westmont.

After eleven years in this endeavor, I have still only met two people who had planned their estates. The field is unlimited. With the proper training I mentioned earlier, a person can usually see within fifteen minutes that he has a need for estate-planning services.

One of the standard comments I hear from college presidents is that this program sounds good, but they don't know of any friends in their constituency who have large enough estates to need this help. I usually respond by saying I believe they are wrong, but in the slim possibility they are right, they should be out developing such friends.

When I first started out with Westmont's mailing list, I determined to call on

many who weren't even donors, many dollar-a-year donors, and some who had shown no tangible interest in the College whatsoever. Looking back on these seven years, it is interesting to note how many of the dollar-a-year donors really needed the estate-planning service, and how many of these have now become among our largest donors, through various life-time trust or annuity agreements. You've all probably seen the national statistic that over 60 percent of those who passed away last year died intestate, and of those who died and had a will, 80 percent did not have a will that could have saved both in the area of probate and estate taxes.

After analyzing a donor's factual information, a plan or plans is developed and shared with his attorney, accountant, or other financial adviser, and after careful review, a final legal plan is drafted. If the college representative is professionally trained, he will usually receive, as I have, excellent cooperation from attorneys and accountants.

It might surprise you that over 90 percent of the time I spend in total fund raising is spent in the area of estate planning. Many of you are probably asking, "But what program do you have for the desperately needed current dollar," and "How about the other areas, such as alumni, parents, churches, and corporations." I firmly believe, and my facts support this statement, that if you present the estate-planning program properly, it increases your cash gifts by about one third. This has been proven accurate at Westmont. In the other areas I have personnel under my direction who devote their time to seeking support from alumni, parents, churches, and corporations and foundations.

A report recently released by the American Association of Fund-Raising Counsel, Inc., *Giving USA*, states that contributions to philanthropic causes during 1968 were derived from the following major sources in these estimated areas: Individuals – 77 percent; Bequests – 8 percent; Corporations – 6 percent; Foundations – 9 percent. If this is true, then I am going to spend approximately 80 to 85 percent of my time, efforts, and budget to get 85 percent of the gift income from these sources. I do not overlook corporations and foundations, but I must ration only a portion of my budget and time for this area.

I firmly believe that if a program of deferred gifts is properly established with the

right personnel, you will not only increase your current gifts, but build up a backlog of deferred gifts which will in a few years help meet your educational aims and objectives.

FOUNDATIONS AND THE SUPPORT OF HIGHER EDUCATION

Manning M. Pattillo

My remarks will be divided into three parts:

1. A bird's-eye view of the foundation world – its dimensions, its variety, and its principal fields of activity. For many trustees and administrators, foundations are mysterious, otherworldy institutions, and I want to try to dispel some of the mystery. Foundations are practical organizations, established for the most part by eminently practical men; it is important to see them as they really are. This portion of my presentation may seem somewhat academic, but, after thirteen years in the foundation field, I am convinced that failure in seeking funds from foundations is more often caused by a general lack of understanding of the foundation as an institution than by technical and procedural mistakes.

2. A brief outline of some of the factors that will probably affect the relationship between higher education and foundations in the years ahead. This is, of course, a matter for speculation, and no one can predict with certitude the future support of higher education by foundations. It can be said at the outset, however, that foundations are not a panacea for solution of the financial problems of Americolleges and universities. Foundations are part of the solution, but the 2,300 institutions of higher education must look to a variety of sources of support – students, alumni, government (federal, state and local), individual friends, business and industry, and foundations. Foundations are but one ingredient in a program of support.

3. A few practical suggestions on how to deal with foundations.

Then we can have an informal discussion of the questions that are in your minds.

History and Dimensions of the Foundation Enterprise

The philanthropic foundation has roots going back into Greek and Roman history, perhaps even earlier, but, in its present highly developed form, it is largely an American invention of the 20th century. The philosophy of the systematic use of private wealth for the public welfare, which characterizes the foundation at its best, was formulated by Andrew Carnegie, John D. Rockefeller, and their associates at the turn of the century. They laid the groundwork for the remarkable development of foundations in the last 50 years.

The dates of the earliest large foundations show when the movement really began: General Education Board, 1902; the Carnegie Foundation for the Advancement of Teaching, 1905; Russell Sage Foundation, 1907; Carnegie Corporation of New York, 1911; and the Rockefeller Foundation, 1913. We now have about 22,000 foundations in the United States. Many are quite small, but 250 have assets of over $10 million and are classified as large foundations. More than 1,200 have resources of $1 million to $10 million and may be described as medium-sized. New foundations are being established at the rate of about 2,000 a year – more than five a day.

The total assets of foundations are now estimated at $20.5 billion, while annual expenditures are about $1.5 billion. Foundation expenditures have increased at a more rapid rate in recent years than has Gross National Product, but they are small in relation to G.N.P. – less than 2/10 of 1 percent. Moreover, foundations account for less than 9 cents of the philanthropic dollar. The American Association of Fund-Raising Counsel estimates that total voluntary giving amounted to approximately $15.8 billion in 1968. The individual donor is by far the largest source of private funds.

Foundation expenditures appear even smaller when compared with federal programs. Thus, the budgets of the National Institutes of Health and the National Institute of Mental Health, to mention only two agencies, have approximated the total annual giving of foundations in recent years. The U.S. Office of Education expends more than twice as much as all foundations in all fields.

But this is not the whole story. The importance of foundations lies in their expertness in the management of limited resources, not in massiveness of funds. The best foundations make a greater contribution to the public welfare, per dollar spent, than any other type of donor. They achieve this result through painstaking application of funds to the solution of basic problems. This is to be distinguished from the time-honored use of philanthropic funds for direct charity and relief of individuals – the historic Christian idea of the Good Samaritan.

Diversity

The public often supposes that organized philanthropy is a monolithic enterprise typified by the two or three foundations whose names are familiar to the man in the street. Nothing could be farther from the truth. The foundation world is not one world; it is many worlds. Diversity is its most striking characteristic. Foundations differ in almost every respect – purpose, size, organization, staffing, procedures, and maturity. Indeed, so diverse are they that it is not easy to arrive at a definition that clearly distinguishes them from other types of non-profit organizations.

It is useful to the trustee or administrator to know that foundations have traditionally been classified into five broad groups. These are not sharply divided categories, but they provide a rough geography of the field.

1. *General purpose foundations,* of which there are 370, making about 55 percent of total grants. This group includes most of the large, professionally staffed foundations that are active in education – Rockefeller, Ford, Kellogg, Carnegie, Sloan, and Danforth, for example.

2. *Special purpose foundations,* of which there are about 500, accounting for 6 percent of total grants. The Welder Wildlife Foundation at Sinton, Texas, whose name indicates its field of interest, and the Milbank Memorial Fund, New York, which specializes in public health and population problems, are examples.

3. *Family Foundations,* numbering more than 15,000 making an estimated 20 percent of all grants. The Hill Family Foundation in St. Paul, the Woods Charitable Fund in Chicago and Lincoln, and Mary Reynolds Babcock Founda-

tion in Winston-Salem are illustrations. The foundations of this type usually have strong family representation on their boards and reflect the philanthropic interests of the founders.

4. *Company-sponsored foundations* (sometimes called corporate foundations), of which there are about 1,500 of significant size, responsible for approximately 15 percent of total grants. Sears-Roebuck Foundation, Esso Education Foundation, and United States Steel Foundation are examples.

5. *Community foundations,* numbering about 200 and making 3 percent of all grants. The Cleveland Foundation and the Chicago Community Trust are well-known illustrations. The foundations of this type receive their funds from many local donors and usually concentrate their efforts in limited geographical areas.

You may be interested to know which are the largest foundations. The Center has recently completed a survey of foundation assets, and I am able to give you up-to-date information on this question. The twenty-five largest foundations in order of market value of assets are:

Ford Foundation
Rockefeller Foundation
Duke Endowment
Lilly Endowment
Pew Memorial Trust
Kellogg (W.K.) Foundation
Mott (Charles Stewart) Foundation
Kresge Foundation
Carnegie Corporation of New York
Sloan (Alfred P.) Foundation
Mellon (Andrew W.) Foundation
Longwood Foundation
Rockefeller Brothers Fund
Houston Endowment
Moody Foundation
Danforth Foundation
Woodruff (Emily and Ernest) Foundation
Mellon (Richard King) Foundation
Scaife (Sarah Mellon) Foundation, Inc.
Commonwealth Fund
Carnegie Institution of Washington
(primarily an operating foundation)
Kenan (William R.) Jr. Charitable Trust
Surdna Foundation

It is an index of the rapid mobility in this field that only seven of these foundations ranked in the top twenty-five in 1937. In fact, ten of the twenty-five had not even been created at that time. The larger foundations tend to be concentrated in

the Northeastern and Middle Western regions of the United States, though the South and Southwest have moved forward since World War II.

Fields of Interest

How do foundations use their money? A recent survey of over 17,000 foundations showed that education was the field receiving, by far, the largest amount in grants. About one-third of total foundation funds went to education. The other major fields of interest and their percentages were welfare (15.7%), international activities (13.7%), health (13.4%), sciences (9.6%), religion (8.6%), and the humanities and performing arts, taken together (5.4%).

The various types of foundations exhibit marked differences in fields of interest and modes of giving. For example, the family foundations are especially active in the general support of churches, colleges, and community services. The smaller foundations of this type tend to behave in much the same way as individual donors. They often operate quietly, with a minimum of publicity. Company-sponsored foundations contribute heavily to the local campaigns of hospitals, colleges, and social agencies in communities in which the companies have plants. The community foundations give especially to well-established educational, health, and cultural institutions and social agencies in their own immediate areas — often their home city or county. The general purpose foundations are particularly interested in the solution of basic problems through research and demonstration. Their grants for education tend to be directed primarily to large universities.

Foundations reflect a wide variety of points of view about what is good, what should be strengthened, and how the public interest can best be served. Moreover, they are constantly changing; they tend to be more flexible and less fixed in their policies than colleges and universities. It is unthinkable, for example, that Johns Hopkins University would close its medical school or that Michigan State University would withdraw from engineering education, but it is not at all uncommon for a foundation to make radical shifts in program, giving up a field in which it has been active for many years and entering a new field in which pressing problems await solution. The important point is that foundations are focusing their efforts on the fields that they believe promise the greatest returns in human welfare.

It should be noted, however, that a dedication to higher education has been characteristic of most of the larger foundations through the years. Many foundation executives are former university administrators or faculty members, and a substantial fraction of foundation trustees also serve on college and university boards. There has always been a close relationship between the larger foundations and higher education.

The Future

This relationship may be changing. In 1966, 1967, and 1968 foundation interests shifted perceptibly. Higher education was one of the fields affected. As we look into the crystal ball, what can be said about the future? In my judgment higher education will continue to be a major field of interest of foundations, but this interest may be influenced by the following factors:

1. *Competing interests*

A number of the larger foundations have been reassessing their priorities. In the past five years foundations have shown increasing interest in urban problems. In all seven of the major fields of interest the grants have had a strong urban orientation.

Closely related to the urban emphasis is a pronounced concern for the welfare of Negroes. Since the inner city is more and more inhabited by Negroes, urban problems and Negro problems are intertwined and often identical. An increasing awareness that public welfare programs, public schools, law enforcement, and public housing, though involving billions of dollars, have been directed largely to the symptoms rather than to the causes of urban blight has given rise to foundation programs. In the hope that urban problems may yield to the ingenuity and flexibility of non-governmental efforts, foundations are giving particular attention to this area. Not only are grants being made for fact-finding surveys and other traditional approaches, but also to controversial organizations engaged in direct social action. Thus, some foundations have entered a new and sensitive arena – a risky field in which many projects will fail and public criticism may at times run high.

Another emphasis in the last two years has been the improvement of the mass media of communication, especially television. A number of major grants have had

this objective. Since the quality of the mass media is likely to be a matter of continuing complaint, we may expect foundations to keep at this task for some years and perhaps extend their efforts to newspapers and other systems of communication.

The growing activity of foundations with respect to the problems of cities and of the mass media has tended to divert attention from other interests, including higher education. Allocations to colleges and universities have not actually decreased, but many of the grants are intended to help education solve extramural problems rather than improve its own financial position. I think that we shall see more of this kind of giving to educational institutions, and it will not provide the funds needed for such essential functions as instruction and basic research.

2. *Federal aid*

The passage of the Higher Education Act of 1965 and the sharp increase in federal appropriations for colleges and universities in the last three years have undoubtedly reduced support from some private sources. The history of philanthropy has been that tax money tends to drive out voluntary giving. Or put another way, when massive public funds become available in a field, the field becomes less attractive to donors of more limited private funds. The private donor is inclined to look to other fields where his dollar will have greater effect. The success of some of the state institutions in raising funds from private sources shows that this can be overcome, but the long-range tendency is for the private donor to withdraw from predominantly governmental fields of activity.

3. *Management of higher education*

Many informed observers believe that colleges and universities fail to make the best use of their present resources. Questions about the efficiency of the management of higher education persist. The proliferation of courses and programs, the duplication of facilities and activities in neighboring institutions, and the unwillingness of faculties to take seriously the problem of rising costs in higher education (leaving that to the president and trustees to worry about!) all give rise to reservations about efficiency. As Oliver Carmichael, the distinguished university president and foundation administrator, pointed out in his book on graduate education, we have far too much academic busy-work in our universities – activities that contribute neither to the education of students nor the advance-

ment of knowledge. In the absence of clear evidence that institutions of higher learning are doing everything possible to reduce costs without damaging quality. there is a widespread feeling that higher education is unnecessarily expensive.

This criticism is probably more deserved by universities than by undergraduate colleges. Few if any universities have been willing to disclose the full cost of their operations, per student or in relation to other units of measurement, especially in certain of the graduates and professional fields. In fairness to university administrators it should be said that they are powerless to do much about the reduction of costs in a system which places most of the basic academic decisions in the hands of faculties. Administrators have somehow been forced into the position of having to find money to meet the inflated costs of faculty-determined programs, and it is not polite to ask too many questions. In university financial affairs authority and responsibility are divorced: the faculty has the authority to determine costs and the administration the responsibility for getting the money. This is unsound in theory and practice.

4. *Erosion of academic integrity*

Two well-established principles which made higher education uniquely valuable to society are being seriously compromised today. Colleges and universities have been dedicated to objectivity in teaching and to the dispassionate search for truth. The scholar accepted the ideal of the judicious weighing of evidence as a basis for conclusions and eschewed the role of propagandist and indoctrinator in the classroom. Often the academic profession was attacked by the proponents of this or that religious or social view, but the profession insisted on its independence from any predetermined position. The good teacher had convictions about philosophical and theological matters, but he was not to impose his conclusion on the student. He was to guide the student in reasoned inquiry.

Secondly, the college or university itself, as an institution, insisted on its independence. It resisted pressure from government, business, or political movements to subordinate its goals to those of other institutions in society. It did not allow itself to be used as a tool of any group or movement.

In these respects the academic profession and higher education are now in a precarious position. Increasingly, faculty members, particularly younger men in the

social sciences and the humanities, are abandoning the ideal of objectivity. Their classrooms become platforms for the espousal of their own views, and their publications are partisan tracts. Indeed, we have witnessed the emergence of what might almost be called an established secular religion in higher education. Likewise, colleges and universities are being subjected to mass pressures, which include physical force. Reasoned examination of issues often gives way to the use of totalitarian methods by small groups of students. A number of institutions have succumbed to these pressures. Moreover, there is substantial faculty support for movements which resort to coercion of educational institutions. Ideology and emotion replace the dispassionate search for truth. Force replaces discussion and orderly procedures.

Higher education is one of the central institutions of our time and will, I am sure, remain so, but it will have to work hard to regain its position as arbiter of ideas and values.

5. *Proposed legislation*

Congress is now considering several proposals that, if enacted, would do serious damage to foundations and higher education. These measures, which are included in "the tax reform package," would not only restrict the freedom of a wide variety of institutions and organizations but would hamper them in their fund-raising efforts. This is not the time to go into the proposals in detail, but the danger they pose can be discussed later if you wish. I would mention only the proposed taxes on gifts of appreciated property and on foundation income, both of which would reduce the funds available to colleges.

Suggestions on Seeking Funds

As I have already implied, it is difficult to generalize about foundations because of their wide variety of policies and procedures. I believe, however, that a few useful suggestions can be made on how to deal with foundations.

1. *Do your homework.* Before submitting a request, try to find out about the policies of the foundations you are thinking about approaching. Most of the larger foundations have published reports that are readily available. *The Foundation Directory* provides brief sketches of all the foundations of *significant* size. The journal, *Foundation News,* contains classified lists of grants which provide clues

to the current grant-making interests of individual foundations. Also, the Foundation Center, at its offices in Washington and New York, maintains extensive collections of information on about 20,000 foundations, that are open to the general public.

Some foundations have broad policies permitting grants for almost any charitable or educational purpose, while others follow sharply defined policies that clearly exclude the use of funds for certain purposes. When I was at the Danforth Foundation a few years ago, about 75 percent of the applications received were ineligible for consideration under our announced policies and were declined immediately. What a waste of time and effort for the applicants! Most of the other large foundations have the same experience. A few hours of becoming acquainted with foundations before approaching them is certainly time well spent.

Bear in mind that *the large national foundations tend to be oriented toward the solution of basic problems, not the support of deserving organizations and institutions.* This is one of the most widely stated but least understood facts of fund-raising.

2. *Every foundation has its own procedure.* The smaller foundations are usually quite informal, responding to personal appeals from organizations that are already well known to them – the schools, colleges and churches attended by members of the family and the local social and cultural agencies in which the trustees have a long interest. Often a telephone call or a personal note or a luncheon conversation is all that is required to present a request.

In the case of professionally staffed foundations the procedure is usually more formal. A written proposal will normally be expected, if not as the first step, at least before definite action is taken. This may be a letter or a more extensive document. A well-written letter, setting forth the essentials of the program or project for which funds are sought, is often the best way to initiate a request. More detailed information can be supplied in personal conversation or in a second written statement if needed by the foundation. In general, verbose and pretentious proposals, including anything that smacks of advertising methods, are to be avoided in dealing with the better established foundations. Clarity and brevity are virtues.

The essential items of information are these: a sketch of the school or sponsoring organization, if it is not already well known to the foundation; an outline of the plans and what they are expected to accomplish; indications of competent management; and a summary of the budget. If the success of the program or project is heavily dependent on one or two persons, it is important that their capabilities be conveyed.

Usually a prompt reply can be expected from a professionally staffed foundation, and, if it is interested, arrangements can be made for more detailed discussion. When specialized expertness is required for evaluation of a proposal, the application may be referred to outside consultants. In the larger foundations a promising proposal is typically considered at several levels — for example, individual officer, staff committee, executive committee, full board. The request will be reviewed in the light of broad policy, funds currently available for new grants, the merit of the proposal itself, other requests and plans before the foundation, commitments already made, and perhaps other factors. It should be emphasized that the value of the program or project is only one of several considerations that will govern the foundation's action.

An influential factor that is deserving of special mention is what might be called the characteristic style of a foundation. This is a hard thing to define, but every foundation has its own propensities as to the type of program or project it supports. A given foundation may, for example, prefer highly pragmatic demonstrations or action projects; it may have a leaning toward academic research or social reform or aid to individuals. The subtle, often almost unconscious tendencies, are a strong molding influence on the program of a foundation. They arise from its tradition and from the backgrounds of the administrators and trustees who make the decisions.

3. *Don't pin your hopes on one foundation.* If you are turned down by a foundation, the wise thing is to thank the foundation for its consideration of your request and look for another appropriate funding agency. You can improve the application in the process. The inexperienced seeker of funds is likely to become disheartened and give up too soon. Remember there are 22,000 foundations, and they are all different.

This has been a much too simple treatment of a complex subject. I hope that the question in which you are primarily interested can be explored further.

THE TRUSTEE AND FISCAL DEVELOPMENT

John R. Haines

My remarks will focus upon two areas: the fiscal philosophy and the fiscal policies of an institution of higher learning. The majority of my remarks will pertain to fiscal policies. However, as an introduction I want to talk about fiscal philosophy and the role of the trustee in developing this philosophy.

Let me start by making an assumption about the role of a trustee at an institution of higher learning. In my opinion this role must be that of an activist, if institutions, like those represented here, are to continue to make a contribution to our society. Trustees must become involved in the affairs of the college. This is probably contrary to the theories that we've heard so frequently concerning the role of the trustee. However, before you do become overly active let me offer a word of caution, which is that trustees should not become involved with the implementation of policy decisions. As a trustee it is your legal and moral obligation to make certain that all approved decisions are executed. As you know, everyone – students, faculty, alumni, and others – want part of the administrative action today. If for no other reason than self preservation, a trustee must become a participating member of the college community. Your particular role in developing fiscal philosophy and policies must be that of a questioner, an analyst, a prober, a policy maker, and a counselor to the President.

As you know, there are a number of critical issues confronting most privately supported colleges at this time; and if these colleges expect to survive, the Board of Trustees must take the leadership position in organizing the entire

college community, consisting of students, faculty, administrators, alumni and parents, to work together in mutual trust to find the solutions that are required. College administration can no longer remain a one-man operation.

With this as a brief introduction indicating the overall role of the trustees in college affairs, let me now spend a few minutes talking about your role in developing a philosophy concerning the fiscal management of your college. This can probably be done by asking several questions in the area of fiscal responsibilities.

1. Does the Board of Trustees have a philosophy of financial affairs?
2. Do the trustees have a philosophy pertaining to the financial support of new academic programs?
3. What is the philosophy of the Board concerning the financing of special programs such as, summer school, community services, continuing education, etc.?
4. What is the philosophy of the trustees pertaining to the financial support of auxiliary enterprises?
5. Does the Board have a philosophy on current operations? Does the current budget have to be balanced?
6. What is the philosophy of the trustees in the area of student financial aid?
7. Do the trustees have a philosophy on student charges such as, tuition, fees, medical insurance, etc?
8. Has the Board developed a philosophy pertaining to the financing of capital expenditures for new buildings, renovations, new equipment, etc.?

The above questions represent only a random sampling of areas where the Board of Trustees should have a philosophical statement. It is not possible in this session to recommend definite philosophies for each institution. I hope, however, that you will take the time to evaluate your own college.

Now I want to turn to the main section of this presentation, which deals with the trustee and fiscal management. Let me repeat that the trustee must not become involved in the administration of the college, but must instead take a very active part in the development of fiscal philosophy and the development of policies relating to fiscal management. To quote a former teacher of mine, "two conditions are essential to the success of any policies for fiscal management. The

first is that these policies are correlated with educational policies, and that coordination of the finance program takes place under the general direction of the President. The second condition is that all persons throughout the organization understand, participate in formulating, and help carry out the group's policy."

Now what are the areas of fiscal management that should be of interest to trustees? My remarks to that question are as follows:

1. *Organizational Structure of the Board of Trustees* – The first area where trustees should be involved is the organizational structure of the Board of Trustees. Do you have a committee of the Board for business and finance? Since this is an extremely important area, there should be a working committee of the Board responsible for coordinating the activities relating to business, finances, endowment, budget, etc. The chief financial officer of the college should serve as the secretary to this committee.

2. *Organizational Structure of the College* – It is the responsibility of the trustees to make certain that there is adequate and competent staff available to provide the necessary services in the areas of business and finance. This activity is not one where you attempt to economize, because if you do it will probably be a very expensive decision in the long run. There is a chart in *Appendix A* indicating how the functions in the areas of business and finance should be divided.

   Although the trustees should insist on competent staff and a well-run office, the chief person responsible for the activities must report to the President in the organizational structure.

3. *Current Operating Budget* – The responsibility of the trustees and especially the Committee of the Board for Business and Finance is to insure that a budget is prepared indicating a realistic picture of both income and expenses. In addition, it is your responsibility to insist that budgeting procedures are being used so that there is an opportunity for all groups of the college community to participate in the formulation of the budget. This means active participation by faculty, administrative staff, students and possibly alumni and parents.

> With faculty now demanding significant increases in salaries and decreases in teaching loads, and students providing between 75 to 95 percent of your educational and general income through tuition, I feel that these two groups must be involved in your budget development.

In *Appendix B* you will see an outline of procedures that should be followed in preparing a college budget. I call special attention to item number five dealing with the estimation of income, item number seven concerning budget hearings, and item number nine indicating budget review on a joint basis of the trustee committee and the on-campus committee responsible for business and financial affairs.

After adequate procedures have been decided, then it is important that all groups are in agreement concerning the purpose of a budget. In my opinion the budget represents a financial plan of operations representing the central financial provision for achieving institutional programs. And it is essential that the expense budget conform to the requirements of the academic program.

After there has been an opportunity to develop procedures, and the purpose of the operating budget has been approved, then it becomes essential that you establish a time-table for developing each annual budget. *Appendix C* shows you one time schedule that has worked very well at several different colleges during the past few years.

Budget procedures, group participation and all the rest will not really mean anything if your college does not establish a program of budget control. Your responsibility as a trustee is to demand that certain procedures are enforced so that you will have adequate budget control. However, it is extremely difficult to have an effective program of control without the total support of the President. One method of budget control is the issuing of monthly expense statements.

In summary let me say that your role as a trustee, in this area of budget, must be that of questioner, prober and counselor with the foresight to review the total operation of the college.

4. *Program Costs* — The trustee responsibility in this area is extremely critical. However, very few trustees have really been willing to assume

an active role in determining program costs. In my opinion, your college will not survive as a private institution into the 1980's unless you as a trustee have the courage to demand to know the actual costs of your academic and nonacademic programs. The Board of Trustees must develop policies and procedures for evaluating the cost of both existing programs and new programs.

With the tremendous pressures on the financial resources of a college today, an institution must be very selective in its program offerings, and their costs must be continuously determined. Please do not misunderstand me: I am not advocating that all programs be self-supporting. What I am asking is that you know the cost of each program so that you as a trustee can make an intelligent decision about the status of that program.

I will make this prediction concerning program costs. If your college continues to develop its budget on the incremental system rather than program cost, then your institution is not going to remain a privately supported college much longer.

In summary, let me close this section by asking several questions:

1. Do you know how much it costs to recruit your freshman class?
2. Do you know how much it costs to raise a dollar in your fund-raising program?
3. Do you know the cost of establishing a new academic program, such as nursing education, urban education, black studies or a major in psychology?

As a trustee it is your role to have someone provide the answers to these questions.

5. *Long-Range Planning* – As a trustee you have an obligation to make certain that the college has a long-range plan. The key elements of this plan should include faculty salary increases, enrollment projections, student-faculty ratio and income from gifts and grants.

Our office in New York has a fairly simple format that we use in helping institutions develop a five-year plan. The end result of our planning efforts is a tuition charge that is required for a break-even financial operation.

Attached as *Appendix D* is the outline that we follow in developing a long-range plan for a college.

6. *Student-Faculty Ratio* – What is the actual student-faculty ratio during the current year at your institution? If you do not know the ratio at your college do not feel too bad, since most trustees or even members of the administrative staff actually do not know the true student-faculty ratio.

In my opinion, the Board of Trustees should insist on a policy in this area. In the past, we have not related this ratio with money. Instead, we have used it as an item in the catalogue to denote academic quality. To my knowledge there have been no published research studies relating academic quality to this ratio. There is, however, a significant relationship of this ratio to institutional finances.

If you hold the factors of faculty salaries, enrollment, gifts and grants constant and change the student-faculty ratio by one, there is a significant influence upon the student tuition charge. The data in *Appendix E* show the different factors involved in developing a long-range plan and the effect upon tuition if the ratio is changed. A decrease in the ratio from 17:1 to 12:1 means that you will have to increase your tuition charge from $1,297 to $1,870 – or an increase of $573.

In summary, let me say that it is mandatory that the trustees have a policy on student-faculty ratio. The information in this area should be provided to the Board on an annual basis, and decisions involving the employment and retention of institutional personnel should be related to the ratio. There is no other single factor that has as much influence upon the expense budget as the student-faculty ratio.

7. *Operating Expense Percentages* – Is the policy at your college for the allocation of funds for current expenses based upon a sound percentage formula? Your responsibility as a trustee should be to insist that expense funds relate to certain percentage allocations. The percentages should be used as guidelines in both developing the annual budget and in long-range planning.

Please keep in mind that expenses should not be totally decided by these percentage allocations, which should, instead, be used to help the trustee study the situation when a certain expense category shows substantial deviation from the norm.

A breakdown of the different expense percentages can be found in *Appendix F.* These percentages are an excellent tool to use in establishing fiscal policies with department chairmen and administrative officers. Also they are very helpful for developing expense priorities.

8. *Student Financial Aid* – The important considerations in a student financial aid program are the amount of funds awarded each year and the source of funds. There should be a trustee policy governing this area. Otherwise, the program can become very expensive. The main difficulty with this program is the percentage of awards that an institution makes on an unfunded basis. This means in most cases that tuition income must be used as scholarship money. In our work in New York we have been following as a guide a maximum commitment of 10 percent of tuition income.

One very important fact pertaining to financial aid is that a commitment is for a total of four years rather than just a year. *Appendix G* reveals the magnitude of an aid program if the input is 20 students per year at a cost of $2,000 per student.

The role of the trustee is to insure that the institution does not commit itself into bankruptcy through a student financial aid program.

9. *Auxiliary Enterprises* – The responsibility of the trustee in the category of auxiliary enterprises is to see that the institution is following sound fiscal management practices. As a rule these activities should be self-supporting. The college needs to have a definite policy concerning the fiscal management of each auxiliary enterprise. Recently, these activities have been receiving a great deal of criticism from the students. The remarks have been focused upon the money an institution makes from their activities rather than upon the facilities or the services available.

These are available guidelines for the operation of different auxiliary enterprises.

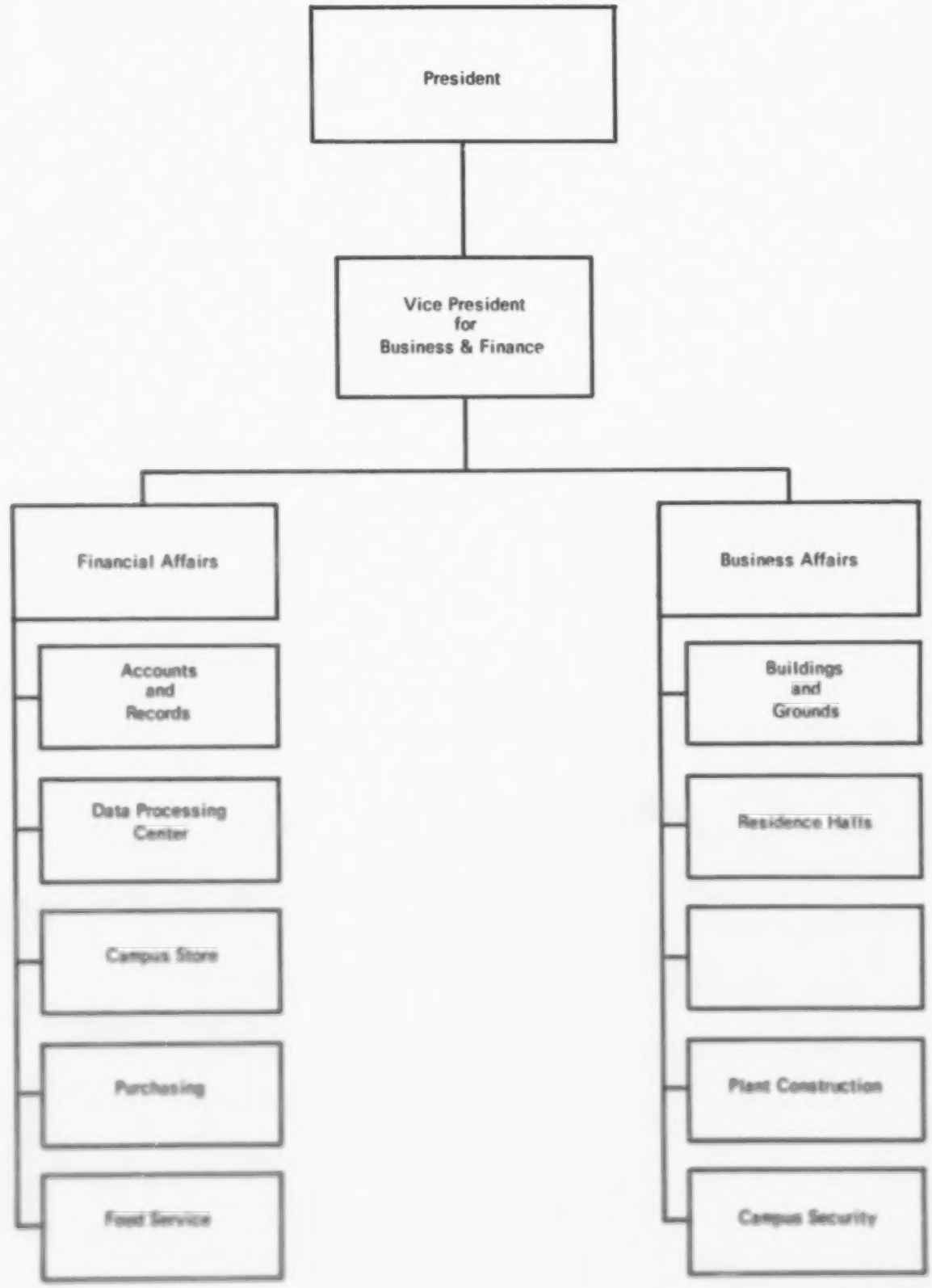
a. *Bookstore* – The gross profit in a well run bookstore should be about 30 percent. If your operation is below 20 percent then you really need to study this activity. Other items to consider are salaries, including fringe benefits, which should be 13 to 15 percent of gross sales, and net profit which should be about 3 to 5 percent.
b. *Food Service* – Raw food should cost you between 35 to 45 percent of your total cost. Salaries should be between 30 to 40 percent. The two items of raw food and salaries are going to represent 65 to 85 percent of the cost of your food service. Supplies, equipment, overhead, and utilities, should be between 15 to 19 percent. Profit should be between 3 to 5 percent.

There are other areas of fiscal management which should be of concern to the Board of Trustees. Items such as debt retirement, cost of construction, facility renovations, building maintenance, and sabbatical leave programs are just a few of the areas that require your attention as a trustee.

Let me say in closing that as a trustee you have a legal and moral obligation to demand that your college has a sound fiscal philosophy. As a trustee, it is your responsibility to demand that your institution has the most efficient and effective fiscal program available to colleges and universities. Otherwise, it is questionable whether or not your institution can make it into the decade of the eighties.

Office of Business and Finance

APPENDIX A



APPENDIX B

Budget Preparation

by

John R. Haines, Director
Office of Higher Education Management Services
New York State Education Department
Albany, New York

COMMENTS ON BUDGET PREPARATION

1. *Budget request forms to be sent to spending departments –*

   The budget request forms should be prepared in the business office with columns showing the last complete year of actual costs and the budget for the current year. This will assist in expediting the preparation of requests from the various departments and insure reasonable comparability of budget information.

   Budget requests forms should be sent to the major divisional heads who in turn will transmit them to each department head for whom they are responsible.

   It is desirable that these requests be accompanied by a memorandum from the President's office outlining the general approach to be followed in budget preparation and emphasizing the need for complete description of all unusual requests.

   Four budget request forms should be submitted to each office required to submit a budget. Two copies should be returned to the business office, one retained by the divisional head and one by the head of the office originating the budget. One of those submitted to the business office will be forwarded to the President's office after it has received a preliminary review.

Budget requests should receive a careful preliminary review by the divisional head before transmission to the business office.

2. *Budget requests returned to business office* –
   Before the return of budget requests to the business office, departments should feel free to secure any necessary information from the business office regarding prior expenditures or the cost of equipment or services to be included in the budget.

3. *Budget requests reviewed by business office for unusual items and accuracy of compilations* –
   Upon receipt of completed budget forms by the business office they should be reviewed with particular attention paid to unusual items and the checking of mathematical accuracy in the compilations. In addition, comparisons should be made between the budget submitted and prior actual and budgeted figures to identify variations of a major degree.

   Questions on the nature of requests should be noted and brought to the attention of the divisional heads or the President.

4. *Compilation by business office of budgeted requests* –
   As budget requests are tentatively approved, the total of these requests should be inserted on a master sheet in the business office.

   As a preliminary step, the business office should prepare on a columnar sheet the accounts for which budget requests will be received showing both the actual expenditures for the previous year and the budgeted expenses for the current year.

5. *Income estimates by business office* –
   While budget requests are being prepared and reviewed, the business office should be preparing estimates of income from *all sources calling on appropriate offices for assistance.* For instance, the Director of Admissions should be consulted on enrollment projections for both the fall and midyear. Also the Director of Development should be consulted on estimates of gift and grant income.

6. *Completion of tentative budget* –
   Summaries should be prepared showing estimated income and expenditures based on budget requests and determination of income projections.

7. *Budget Hearings* –
   The Budget Committee consisting of students, faculty, and administrative staff should schedule budget hearings for the divisional and departmental heads. Adjustments in the expense budget should be discussed and tentatively approved at the time of the hearings.

8. *Adjustments to tentative budget if necessary* –
   After all adjustments and revisions have been completed, a budget summary should then be prepared for review by the budget or finance committees.

9. *Review of preliminary budget by finance or budget committees of trustees and on-campus group* –
   In order to get trustee involvement in the preparation of the budget and to conserve time at the trustee meeting at which the budget is submitted, it is desirable for the on-campus group to review the budget with the budget or finance committee of the trustees. Acting as representatives of the Board, they can then make comments or suggest changes before its final presentation for adoption by the Board.

10. *Completion of final budget* –
    After the budget has been reviewed by the appropriate committees, any changes resulting from this review should be incorporated in the budget before presentation to the Full Board. In preparing this material for the Board, a summary sheet could be completed that would show expenses by major categories of costs as well as income.

    Even though the Board may be given a summary of the budget, the business office should have available at the trustee meeting all details involved in the preparation of the budget so that questions raised by the trustees can be answered.

11. *Presentation and approval by trustees* –

Recommendation for approval of the budget should be made by the chairman of the finance committee of the Board of Trustees.

12. *Notification to departments of approved budgets* –

Immediately upon approval by the Board each submitting department should be notified of its approved budget. In doing this it would be desirable to show the budget as originally submitted and any items that were not approved.

This notice could go out from either the President's office or business office.

13. *Fall revision of the budget* –

It is good budgetary practice to give the spring budget a careful review in the fall when actual information on fall enrollments is available and the summer experience on maintenance has become known. Also, other changes may have taken place during the summer that could not have been anticipated when the original budget was prepared.

If major changes have occurred either in enrollment, income, or operating costs, then a revised budget should be prepared to give effect to these changes. This budget would then become the official one for the year after adoption by the Board.

14. *First half of fiscal year review and adjustments* –

The budget committee should review expenditures for the first six months and if major changes are required, recommendations should be made to the Executive Committee of the Board for action.

Salaries – Special Comments

It is not recommended that salary requests be included on the regular budget forms. Separate listings should be made of academic and non-academic personnel indicating the following:

1. Present salary
2. Proposed salary
3. Recommended salary

After these salary requests have been completed, they should be inserted by the business office in total for each office or department as they may apply.

Final salary decisions should be the responsibility of the President's office.

Budget Requests for the Period July 1, 196 to June 30, 196

Department _____

EXPENSES	EXPENSES PREVIOUS YEAR	BUDGET CURRENT YEAR	REQUESTED FOR NEXT YEAR	REVISIONS OF BUDGET COMM.	AMOUNT APPROVED.
Equipment					
Travel					
Student Salaries					
Supplies and Expense 1) Printing					
2) Postage					
3) Telephone					
4) Memberships					
5) Repair to Equipment					
6) Other Expenses: (Specify)					
SUB-TOTAL					
Personal Services			Omit		
GRAND TOTAL					

Approved _____

Date _____

_____
President

Three copies to be submitted to Budget Committee

APPENDIX C

Office of Higher Education Management Services
New York State Education Department

EXPENSE BUDGET TIMETABLE

Progress Schedule

1. Budget request forms to be sent to spending departments.	December 15
2. Budget requests returned to the Business Office	January 15
3. Budget requests reviewed by the business business office for unusual items and accuracy of compilations.	February 15
4. Summary by the business office of budget requests.	March 1
5. Income estimates	March 1
6. Budget Hearings	March 15
7. Completion of tentative budget	April 1
8. Review of preliminary budget by finance or budget committees	April 15
9. Completion of final tentative budget	May 1
10. Presentation and approval by the trustees	May or June Trustee Meeting
11. Notification to departments of approved budgets	As soon as possible after Trustee approval
12. Fall revision and final approval of the budget.	September or October Trustee Meeting
13. Six month review and adjustments	January 15

APPENDIX D

Office of Higher Education Management Services
State Education Department
Albany, New York

LONG-RANGE PLANNING

Recommended Program
for
Institutions of Higher Learning

1. *PURPOSE*

   The end objective of planning is to place in proper focus all the elements concerning the future of an institution and to convert these elements into a financial program that will result in effective and realistic academic and administrative efforts.

2. *TERM OF PLAN*

   a. *Academic and Financial Projections*

      A five-year plan revised annually by dropping a year and adding a year so that at all times a college will have before it a five-year academic and financial projection into the future.

   b. *Facilities Projection*

      A ten-year plan that will indicate new and/or renovated academic and auxiliary facilities that will be required by the College. The plan should be revised annually, and it needs to be coordinated with the academic financial projections.

3. *COLLEGE PERSONNEL INVOLVED IN PLANNING*

   a. Trustees
   b. President
   c. Chief Academic Officer
   d. Business Officer
   e. Director of Development
   f. Director of Admissions
   g. Registrar
   h. Dean of Students
   i. Faculty
   j. Students

All of the foregoing have an important role to play in planning. The quality of their work in developing necessary data bears a direct relationship to the validity of the plan upon its completion.

4. *FACTORS OF GROWTH TO BE IDENTIFIED AND EVALUATED*

a. *Institution Purpose*

The College should review its statement of purpose and make a determination on whether or not any changes need to be made. The institution should carefully review this statement and make certain that the academic and student personnel programs are achieving the aims and objectives of the College.

b. *New Academic Programs*

The College should identify all new academic programs that will be added to the curriculum during the period of planning. Special consideration should be given to faculty requirements, course offerings, student enrollment, library resources, special and/or additional facilities, etc.

c. *Enrollment Growth*

Enrollment projections for each year of the plan are essential since the projection of costs have a direct bearing on the size of the student body. Part-time students must be equated to a full-time equivalent basis. In the case of Catholic institutions, the numbers being trained for religious service must be projected and reported separately in the total enrollment estimates.

d. *Attrition in Enrollment*

Attrition, in this sense, applies to withdrawals taking place during the year so that when total projected expenses are determined, the amount to be collected from tuition will be adequate to meet projected costs.

e. *Faculty Salary Objectives*

One of the major benefits from planning is to provide ample funds for the administration of an adequate faculty salary program. Where contributed services are involved, it is desirable to project requirements separately for both lay and religious faculty with averages worked out for each.

Another requirement is the conversion of part-time salaries to a full-time equivalent basis, also for both lay and religious personnel.

f. *Student-Faculty Ratio*

This figure is developed by dividing the fall full-time equivalent enrollment by the full-time equivalent faculty. This must be determined for each of the projection years so that the number of faculty necessary in each of these years can be deternined.

g. *Gifts, Grants, and New Endownments*

Realistic estimates on each of these must be made for each of the projection years. Unless there is a demonstrated experience of new endowment being received each year, it is not considered desirable to plan for an increase in income from endowment.

h. *Debt Service for New Construction*

Provisions should be included in each year of the plan for debt service already incurred as well as an estimate of additional debt service as is anticipated during the projection period.

i. *Plant Rehabilitation Fund*

It is considered sound planning to provide for unusual and unexpected costs of alterations or repairs that might otherwise have to be charged against the current operating budget. The amount to be provided is usually detremined as a percentage of the value of the physical plant used for educational and general purposes. The percentage is subject to negotiation, but probably should not exceed 2%.

j. *Contigencies*

It is considered prudent financial planning to provide a fund for contingencies for unexpected costs that are bound to occur. This normally based on total projected educational and general costs and could run anywhere from 2 – 5%.

k. *Student Aid*

Built into the plan should be a provision for unfunded student aid. Past

experience is an important factor in arriving at the amount to be set aside although, in general, it should not exceed 10% of projected tuition requirements.

l. *Contributed Services*

This figure is usually determined by projecting the total value of contributed services from which would be deducted the cost of maintenance of the religious. This will vary from institution to institution depending on how these accounts are handled.

m. *Tuition*

One of the major purposes of planning is to project tuition necessary to insure the financing of the academic, administrative, and maintenance programs. If possible, the final tuition adopted in the plan should be adequate to carry for a two-year period so that increases will be necessary not more frequently than every other year.

n. *Allocation of Expense Dollar*

One of the objectives of planning is to provide sums for major categories of costs that will insure adequate instructional and administrative efforts.

o. *Flexibility of Plan*

Sufficient provision should be included in the plan to provide for flexibility since it is unrealistic to expect that complete accuracy in projections of expected costs and income can be fully achieved. For these reasons, contingencies and funds for plant rehabilitation have been provided.

5. *ASSIGNMENTS*

a. *Trustees*

Interest and support in the planning process.

b. *President*

Provide leadership and coordination and to make final decisions on factors of growth.

5

c. *Chief Academic Officer*

Determine faculty requirements that will meet the instructional needs of the college.

d. *Director of Development*

Provide estimates of income from sources other than tuition and fees.

e. *Director of Admissions*

Assist in the development of projection of new enrollments for each of the projection years.

f. *Registrar*

Assist in the development of information necessary to project faculty requirements, class size, space utilization, etc.

g. *Dean of Students*

To assist in the projection of requirements for student services that would have a bearing on the budget.

g. *Business Officer*

To provide necessary financial operating data required for planning, and to assist in converting the factors of growth into a financial picture.

6. *MAINTAINING LONG-RANGE PLAN*

The benefits of planning will belost unless someone at the college is given the responsibility for maintaining the plan. Therefore, the President should assign the planning responsibility to an office of the College and provide adequate secretarial assistance to insure an on-going planning program.

APPENDIX E

STUDENT – FACULTY RATIO

Constant Factors:

1. Average Faculty Salary	$ 9,000
2. Full-time Enrollment	650
3. Gifts and Grants	$150,000

Student-Faculty Ratio	Annual Tuition Per Student	Tuition Increase	Cumulative Increase
17:1	$ 1297		
16:1	1382	$ 85	$ 85
15:1	1480	98	183
14:1	1591	111	294
13:1	1720	129	423
12:1	1870	150	573

APPENDIX F

Office of Higher Education Management Services
New York State Education Department

Current Expense Budget

PERCENTAGE ALLOCATION DATA

Expense Categories	Base	Adjusted	Adjustment Factor	Range
Educational and General				
I. Teaching Salaries	41.2%	41.2%	4.3%	(36.9 – 45.5%)
II. Instructional Supplies and Expense	7.1	7.0	2.7	(4.3 – 9.7)
III. Library	4.6	4.6	.3	(4.3 – 4.9)
VI. Student Services	8.8	8.5	2.2	(6.3 – 10.7)
V. Maintenance and Operation of Educational Plant	14.9	14.9	2.6	(12.3 – 17.5)
VI. General Administration	7.5	7.5	1.9	(5.6 – 9.4)
VII. Staff Benefits	5.1	5.1	2.0	(3.1 – 7.1)
VIII. Development and Public Relations	5.6	6.4	2.1	(4.3 – 9.7)
IX. General Institutional	3.2	3.0	1.2	(1.8 – 4.2)
Sub-Total	98.0	98.2		
X. Intercollegiate Athletics (Net)	2.0	1.8	2.3	(.0 – 4.1)
TOTAL	100.0	100.0		

NOTE:

1. Expense categories are based on those used in the *Sixty College Study.*
2. Percentages under "Base" were derived from information secured from a selected group of colleges that participated in the *Sixty College Study.*

APPENDIX G

Office of Higher Education Management Services
New York State Education Department

Student Financial Aid Program
Cost of Program with Total Student Charges of $2000 per year

NO. OF STUDENTS IN PROGRAM	YEAR OF PROGRAM				
	1st	2nd	3rd	4th	5th
20	$40,000	40,000	40,000	40,000	40,000
40		$40,000	40,000	40,000	40,000
60			$40,000	40,000	40,000
80				$40,000	40,000
100					$40,000
Total cost per year	$40,000	$80,000	$120,000	$160,000	$200,000
Total cumulative cost of 5 year program	$40,000	$120,000	$240,000	$400,000	$600,000

LONG RANGE PLANNING: AN ESSENTIAL IN COLLEGE ADMINISTRATION

Chester M. Alter

Education, above all, is a futuristic activity. What America does about young people, in the schools and the colleges, will in large part determine the kind of future society they will build in the decades ahead. The shape our educational system takes will determine the shape of America.

Recently, the Academy for Educational Development undertook a project, the purpose of which was to peer into the future of higher education. This project resulted in the book *Campus 1980: The Shape of the Future in American Higher Education.* The object was to bring together the most knowledgeable, wise, and bold thinkers in the field of higher education, and have them create a composite prophecy.

We selected people who had proven their capacity to foresee what might be and what could be in higher education. Some were generalists, like John W. Gardner, David Riesman, Clark Kerr, and William Arrowsmith. Others were experts in a particular aspect of the subject, like C. R. Carpenter on technology, or Nevitt Sanford on students, or Harold B. Gores on design and architecture as it relates to teaching and learning.

We asked these men to be bold but practical, imaginative but hard-headed. As a motto we took the quotation which William Butler Yeats used as an epigraph in his collection of poems *Responsibilities:* "In dreams begins responsibility." Our conviction was that if we could articulate a compelling and emboldening dream of

what higher learning might be in 1980, then this dream might serve as a self-fulfilling prophecy.

We saw that the new demands on colleges and universities -- the exploding demand to go to college, the nation's need for training and research, the urban crisis, and America's international commitments -- all combine to make the campus virtually the "brain-center" of society. Industry looks to the universities for trained personnel, government for future leaders, parents for their youngsters' education, and the professions not only for future practitioners but for the new knowledge which keeps medicine, the law, and religion vital.

But what does this "academic victory" mean for higher education itself, we had to ask? Are there costs and dangers as well as subsidies and prestige involved in this new role for academics? Will the college survive success? One primary danger is that the universities, because of their rapid growth and new prestige, will lose sight of the student, that they will become large, impersonal, and uncaring. Many believe this has already happened, as the current wave of student unrest clearly attests. Unless our colleges respond positively to student unrest, unless they reshape their curriculum and provide real opportunities for student involvement in governance, Campus 1980 will probably still be a battleground.

Another danger is that *all* institutions will be tempted to squeeze into the dominant pattern, so enticing are the rewards in terms of money and power. A few vastly influential institutions -- the major universities with their graduate and professional schools, and the prestige colleges which feed graduates into them -- exert a strangle-hold influence on the rest of American higher learning. What these institutions are now is the "model toward which almost all the 1,900 colleges are moving as fast as they conveniently can, "according to David Riesman and Christopher Jencks.

Fortunately, though, countervailing forces are at work. New kinds of institutions are coming to the fore which aim specifically at meeting the students' real needs. The community college is the outstanding example. It is designed to offer an extremely diverse set of programs making it possible for virtually every high school graduate to pursue some form of higher education hopefully leading to a worthwhile and rewarding place in society. In this report we envisioned an ever-ex-

panding role for these institutions in the years ahead – taking over the first two years of college work and leaving the four-year colleges and universities confined primarily to upper division and graduate work.

Another kind of institution keyed not to scholarship or research, but basically to the practical needs of future students, is the college of continuing education for adults. As our society recognizes the necessity for lifelong learning, such institutions will move from blueprint to reality, taking on the responsibility for offering opportunities for all citizens to constantly enlarge their minds, update their vocational and professional skills, and find rewarding companionship through the learning process.

The time spent on the campus will be differently organized for more effective learning. No longer will students merely pile up credit hours through fragmented specialized courses. Rather, each student and his teachers will define the specific goals to be achieved, and then the means to those goals will be devised to meet the student's particular needs. He may attend class regularly or learn by reading in the library; he may master his field by watching televised lectures or by apprenticing himself to a recognized scholar. Only the end results – the criteria the student must satisfy to earn his degree – will be fixed (and more meaningfully, one might remark, than nowadays).

Even the physical aspect of the campus will change drastically by 1980. "The physical campus will become mostly library and living room," says Harold B. Gores, the president of Educational Facilities Laboratories. "The library (and its tentacles) will house the facts – and fancies. The living rooms, née classrooms, will provide the arena where the student, fortified with relevant information, and in company of his fellows and faculty, hammers out the values, the meaning of it all."

We learned about more than higher education in producing this book – we learned something about forecasting the future. When the completed essays were in hand, eighteen months ago, we read them all over and began to discern the composite picture they provided of Campus 1980. And I must confess that, although the future of higher education is one of the chief interests at the Academy, we were startled by the picture which had emerged. The reason is that we are realists as

well as futurists. We are concerned not merely with what the future *might* be or *should* be, but also with what it most likely *will* be and what it realistically *can* be.

The question of what *can be* raises the issue of institutional planning. Our vision of Campus 1980 was a dream – no more than that. In the end, the challenges set forth in that book fall on the shoulders of individual educational leaders in colleges and universities throughout the nation. Without sound and vigorous planning, Campus 1980 will look like Campus 1969; whether American higher education will be a patchwork quilt or a fine tapestry will depend on the quality of our planning.

The rationale and techniques of formal and organized institutional planning for higher education were first developed by Sidney G. Tickton, executive vice-president of the Academy. In 1961 Mr. Tickton, then with the Ford Foundation, published his landmark essay "Needed: A Ten Year College Budget."

This essay, backed by the prestige and the dollars of the Ford Foundation, had a significant impact, and today many educators are extending their horizons by planning for the future. They are planning for more of everything – more students, more faculty, more buildings and more equipment. They are thinking about new approaches to learning, and about alliances that would extend the benefits of education. They are thinking about how much this expansion will cost, and where the money will come from. Far-sighted leaders are writing plans that help them build strong educational institutions and programs. And they are becoming aware that decisions made today may take a decade to undo.

The Academy, under contract with the Office of Education, is now surveying these planning efforts in higher education. This fascinating project is designed to develop criteria and recommendations for a national planning effort. Tragically, we have found that today, almost a decade after the publication of "Needed: A Ten Year College Budget," the extent and quality of planning by colleges and universities is very uneven and that it is missing entirely in many institutions.

I will devote the balance of my remarks to outlining some of the compelling reasons for college planning and to presenting ideas for improving the capability of colleges to engage in that planning. I hope to demonstrate that planning is the alternative to chaos in a rapidly changing world; that the discipline imposed by

the planning process provides important benefits for the college; that unless colleges do their own planning someone else will do it for them; and that a college with a viable plan improves its capability of gaining support – financial and otherwise – from its constituents.

The year 1980 is closer than we realize. In fact, it is imminent if one thinks in terms of the lead-time which complex social organisms like colleges and universities need to adapt themselves to change in the environment. One might think that the future shape of higher education would be quite clear by now. And indeed some things are clear – there are curves that can be projected to yield quite reliable trends of the future. But the challenges facing the colleges and universities are so formidable that the next decade may well demand radical changes. So while some prospects for American higher education in the year 1980 are almost inevitable, others are shrouded in uncertainty.

This uncertainty illustrates Alfred North Whitehead's statement that it is the business of the future to be dangerous. Today it is even more dangerous because events seem to accelerate our momentum toward the future. The rate of change in the modern world has dramatically increased and with this increase comes greater uncertainty about what the future holds. The foreseeable future has been foreshortened.

Some might argue that the rapid rate of change makes attempts to plan for the future foolhardy. I would argue just the opposite case -- that *the increased tempo of change makes it all the more necessary to plan.* Planning is a tool for dealing with rapid change, a way of coping with the unexpected.

Would you rather explore unknown territory without a map, or with a chart, however tentative or incomplete, which offers some idea of what to expect? The map allows you to check the course, to know when something unexpected or unusual has developed, to know when you have wandered off course. We are in possession of tools which allow us to create maps – granted that they are incomplete and rough – but they are better than no map at all.

The recent magnificent Apollo moon trip was an example of planning at its best. When the program was first conceived in the early 1960s no one knew what event-

ualities and contingencies would develop. But every possibility was planned for and in this very real sense the future was controlled. N.A.S.A. was continually able to check its progress against its plan, to spot problems in the program or unexpected external developments, and to compensate for them. Of course, college planning is less precise because the human variables are more complex, but the principle – predicting and responding to the future – is the same.

Bertrand de Jouvenel made this point when he wrote in *The Art of Conjecture* that:

> It is hoped that such exercises in foresight may, in the course of time, make some contribution to . . . prudence, give warnings of dangers to be avoided, or opportunities to be seized, or problems to be coped with.

A plan provides guidelines for measuring the validity of prior decisions. In the event of error, a sound plan offering these guidelines increases the chances for corrective action before events run out of hand. In this sense, *planning slows down the onrushing future.*

The application of these principles to colleges is clear. Planning provides the criteria for determining whether a particular curricular project is fulfilling its purpose or acting as a deadweight on the institution. A plan enables the responsible officers to determine whether a building program is proceeding as it should or lagging behind. A plan which provides the yardstick for measuring an institution's financial health is the tool for deciding whether unexpected developments are threatening that health.

In all these cases, a plan keeps the college on course. We all know that once a program or course of action is undertaken it builds up a momentum and a constituency of its own and is painfully difficult to terminate. A plan, which has had the prior agreement of all elements of the community, provides a built-in way of explaining and justifying the necessity of making difficult and often unpopular decisions.

However, I am not arguing that a plan must solidify the future. In some circumstances a plan keeps a college on course, in others it is a mechanism for changing that course if new conditions warrant it.

We must overcome the tendency to treat plans as static. Too many institutions undertake the Herculean task of preparing a plan only to rest back in the false assurance that the job has been done. Thereafter, whenever anyone asks where the institution is headed, the plan is taken off the shelf and leafed through. Such a procedure might have been suitable in quieter times. But today events are moving so quickly that planning must be recognized as a continuing, corrective effort to maintain the fullest possible awareness and take the fullest possible account of the constantly changing set of future probabilities.

To recapitulate: planning is a mechanism for coping with the rapid changes which characterize our society. A plan extends the foreseeable future by providing guidelines and benchmarks with which to measure a college's progress. In some cases a plan helps recognize the need for decisions designed to return the institution to the charted course; in other cases a plan helps us spot new developments and imaginatively cope with them. In all cases, a plan helps us make sound decisions because it enables us to test our assumptions about the future against the real future as it progressively unfolds.

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President Landrum Bolling of Earlham College put it well when he said:

"What I am concerned about is that the college . . . not become such a flabby gelatinous mass that its shape is going to be formed by default, by the unrelenting pressures from successive generations of students and capricious forces pushing in on us from beyond the campus gates."

A college which plans may avoid this fate.

Basically, a plan is a device for deciding where you are now, where you want to go, and how to get there. My experience with college planning has convinced me that the *process of creating this kind of plan is often as valuable as the end product itself.*

The first step is to write down the descriptive facts about the college. Often, these facts — covering characteristics of the student population; characteristics of the faculty such as salaries, education, and publications; the nature of the

physical plant, and the state of the endowment – are readily available. *But the likelihood is that they have never before been systematically collected, codified, and analyzed.* Creating a plan forces a college to learn about itself, and this can be enormously enlightening. Hidden strengths and weaknesses are revealed, hitherto unknown facets of the operation are uncovered, and by the time the compilation is completed, the officers and trustees of the college know their institution far better than before.

The second step of any planning effort – *clarifying the goals of the institution* – also provides an extremely useful discipline for all members of the academic community.

Educational goals and objectives are areas replete with pleasant sounding, but generally useless, cliches. Take a random sample of statements of objectives and you will see what I mean. College catalogues and brochures abound in phrases like the following:

> "Emphasis on academic excellence and the maximum maturity of the individual student."
> "Dedication to the highest standards of learning."
> "Receiving the student into the community of scholars and teachers in the tradition of university education as broadly conceived."

The job of any planning effort is to go beyond these high-sounding and meaningless phrases and to arrive at a clear set of objectives for the specific institution involved. The pressures toward uniformity in higher education – resulting from what David Riesman and Christopher Jencks have termed the "academic victory" – makes this process doubly necessary.

The effort should be directed toward a definitive statement of the particular kind of institution that the planners envision ten to twenty-five years from now. Instead of the high-sounding generalities of the typical catalogue, the statement would pinpoint the place of the institution in society, defined by its particular setting and orientations. It would identify its constituents, its character, its students, establish its particular emphasis on teaching, research and service, or the balance among them, analyze its local community, and clarify relationships with the community and with other institutions.

These are a few of the requisites for a clear statement of institutional goals They are merely illustrative of the precision required to make these goals meaningful. Each college or university must state them so clearly that they can serve as benchmarks whereby the institution can check its year-by-year progress toward the claimed goals. With the goals specified thus, the making of a map to point the way to achievement becomes easier.

As you well know, this process can be a painful one. Every college has a variety of constituencies – students, faculty, alumni, trustees, administration, and the public – and every constituency has a somewhat different idea of what the college is all about.

But here again, *the process* of planning – the struggle to create a set of objectives agreeable to all elements of the college community – is extremely valuable. If this job is done with sensitivity and if all interested parties are involved, then the institution has the opportunity to evolve into a genuine community, and all elements of the community will develop a shared commitment to the goals of the institution.

The next step of the planning process – developing a set of assumptions for the future – is also a valuable intellectual process. There are two kinds of assumptions about the nature of the future: internal assumptions, involving developments over which the college can exercise substantial control, and external assumptions, which include social and economic changes over which the college can exercise somewhat less control.

The first group includes factors such as student enrollment, plant expansion, and faculty salaries. The second category includes developments such as a rate of inflation, extent of federal support, etc.

Here again, the *very process* of positing, researching and formulating these assumptions forces the college to think deeply about the factors which will determine its future.

The end product – the meshing of current descriptive data, goals, and assumptions about the future – will provide the college with a useful and meaningful

plan. But, as I have said, the discipline of going through these steps is often as valuable as the resulting plan.

Another compelling reason for planning is the harsh fact that *unless you plan for your institution someone else will do the planning for you.*

We are familiar with the expanding federal commitment to higher learning. Federal dollars are, and will continue to be, most welcome to all of us concerned with improving the quality of our institutions. Federal support provides the opportunity for new buildings, curricular programs, and student aid, which we could otherwise not afford.

Yet along with the welcome dollars comes a tendency toward federal control. This is not unnatural since Washington, as it pours several billion dollars into higher education, certainly has a right to know how the money is spent. Yet federal control has its dangers. In its wake could come pressures toward standardized institutions which do an injustice to the diversity of students and institutional needs in America. We must also fear the paralysis which could result from a massive higher education bureaucracy extending across the country.

The best way I know for colleges to avoid these dangers is for them to do their own planning, for them to vigorously begin to chart their own futures. Power flows into a vacuum, and if the colleges allow a vacuum of planning to develop we can be sure that someone will take advantage of it. But, if colleges create sound plans then they will be in a much stronger position to resist encroachments from the outside.

My final reason for institutional planning brings up a topic which I know is always in the mind of a college trustee or administrator. *I know of no better way for a college to gain support from its constituencies than for it to have a clear and sound plan for the future.*

Ask yourself which is more likely to capture the confidence of a donor – be it an individual alumnus or a great foundation: an institution unsure of its future or one which has a positive idea of where it is heading? It is clear that a well-thought-out plan has the capacity to inspire the confidence and generate the excitement so necessary to a fund-raising program.

The same principle is valid not only for fund raising but also for faculty and student recruiting. A college with a clear sense of purpose and direction is likely to be an attractive and exciting place. Such a college has a good start in the difficult race to attract first-class students and faculty.

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I hope I have convinced you of the importance of careful institutional planning.

President Homer D. Babbidge, of the University of Connecticut, summed it up well when he wrote:

> "A principal purpose of planning is to ensure that an institution retains a degree of control over its own destiny . . . Internally we are in danger of creeping ad hocism . . . Externally we are in danger of being forced into a master scheme of some sort."

Let me emphasize the points I have tried to make:

> that planning is a way of coping with a rapidly changing world, that it enables colleges to measure and control change.
>
> that the discipline imposed by the very process of planning provides important dividends.
>
> that unless individual colleges do their own planning someone else will do it for them.
>
> and that one important benefit of planning is increased support – financial and otherwise – for the college.

Both trustees and administrators (as well as others, including faculty, students, alumni and the public) have important roles to play in the planning process. The term "trustee" implies the duty to preserve the past, and certainly this is an important function of college trustees. They must preserve the endowment, the traditions, and the reputation of their institution. But today, they must do more than simply preserve. They must plan for the future, and it is their role to encourage and support the president and other responsible officers in their efforts to develop sound planning procedures.

Encouragement, however, is not enough. The trustees must assure that the administration is adequately staffed for planning. Too often administrators are so involved in day-to-day activities and crisis management that they have no time for adequate planning. A number of proposals have been put forward to avoid this difficulty; one of the most promising is the creation of the office of vice-president in charge of planning, an officer who would be responsible directly to the president.

Whatever arrangement is made, the trustees must assure that the president has both the time and the staff for adequate planning.

The president, for his part, must take the responsibility for directing the planning effort. In this regard, I would like to emphasize two points that I made earlier.

It is not enough to draw up a plan and put it on the shelf. For a plan to have any value it must be constantly revised and amended as developments warrant. Only if a plan is a living document can it serve as a useful map, only if assumptions are constantly updated can the plan serve as a true benchmark of progress.

Also, all members of the college community must be involved in the planning. One of the most exciting potentials of a good plan is its ability to unite the college around a set of goals and provide a sense of common effort toward a shared vision. This sense of community is what college should be all about and a democratically structured planning process can create this atmosphere.

John Gardner recently wrote that:

> "Twenty years from now we'll look back at our school system today and ask ourselves how we could have tolerated anything as primitive as education today. I think the pieces of an educational revolution are lying around unassembled, and I think we're going to put them together in the next few years."

I am convinced that planning is an important key to this process. Only through sound planning can we assemble the "unassembled revolution" and make American education a truly humane and ennobling experience for us all.

TRUSTEE-PRESIDENTIAL RELATIONSHIPS

Roger J. Voskuyl

You will find in a number of treatises on trustee-presidential relationships a statement that the most important responsibility of the board is to choose the president. With this I agree. Then you will find the certainly apocryphal story that the most important business at each board meeting is to decide whether to retain him. If that action is favorable, the board can get down to business. With this, I would not agree.

The president is a person; he has a family; he has professional connections; he must take leadership in long-range planning and thinking. He is very difficult to find and, in these days, to retain. The theme "Trustee-Presidential Relationships" was suggested by my colleague, Dr. Arthur Wiebe, president of Pacific College, as an opportunity for me to share eighteen years of experience as a college president – as president of Westmont College.

What is this position of president which is held in such high esteem by some and in such contempt by others; which is as exciting a job as you can imagine because you never know what the next minute is going to bring forth; which yet can be most frustrating because you can never get to the task which you determined to do that day? A college president is like a small boy walking a picket fence, thrilled to death but in danger of being impaled at any moment.

Many years ago when I first became president of a college, I heard Mildred McAffee Brown, then president of Wellesley College, describe the qualities needed by a president. He must have:

"the innocence of a lamb,
the wisdom of an owl,
the cheerfulness of a cricket,
the friendliness of a squirrel,
the complacency of a camel,
the adaptability of a cameleon,
the diligence of a beaver,
the vision of an eagle,
the patience of an ox,
the endurance of an elephant,
the tenacity of a bulldog,
the courage of a lion."

Nobody has all those qualities.

A headline last summer in *U.S. News and World Report* put it bluntly: "Needed Immediately: 200 College Presidents".[1] Here are some of the observations in that report:

> "College presidents feel the job takes out of them as much in five years as it used to in ten".

> "Many good people are saying: Why should I stick my neck in the meat grinder?"

And from some presidents:

> Dr. Ray L. Heffner, resigning after three years as president at Brown: "I have simply reached the conclusion that I do not enjoy being a university president and do not feel that in the long run I can make my most effective contribution to higher education in that role".

Kingman Brewster, Jr., of Yale, has made the recommendation that the tenure of the president should be reviewed every seven years and that there should be the opportunity for reassessment periodically. Tradition has permitted college presidents in the ivy league colleges, and for that matter in many Christian colleges,

to serve as long as they choose. The rapid changes of the time no longer permit this leisure.

I recall being at a luncheon table with Carter Davison who had served many years as a college president and then as president – equivalent to executive director – of the American Association of Colleges. He stated vigorously: "Trustees must realize that presidents need sabbaticals far more than faculty . . . " Two months later, a heart attack took him at the age of 60.

Now we may look at another picture. Here is an advertisement:

> "EXECUTIVE MANAGER, help run $70,000,00 enterprise, plan program for 13,000 employees, 13,000 stockholders, cope with 700-man management staff, 30 percent have no-cut contracts. A-1 organization, in pleasant *suburban area.* Candidate must be creative, innovative, used to pressure; age 40–50 with professional, economic success; able to devote 480 hours a year, some Sat./Sun. holidays to non-profit venture. No salary".

This is an advertisement for a trustee. Needless to say the 45,000 trustees in the country are people who have given service in a measure that is unparalleled in any other corporation; who have been an inspiration and encouragement to college administrations; and who have borne the brunt of blame and criticism with little means to reply.

I would like to state my case by answering three questions:

What does the relationship between trustee and president involve?
What does the board expect of a president?
What does a president expect from the board?

General Relationships:

1. *Selection of a President.* The board, of course, has the legal responsibility and authority to select a president, but it should take into account advice and recommendations from every segment of the college constituency: the administration, the faculty, the students, the alumni, and the people it is serving. The president is the one who guides the ship along the stream of its historical position in purpose and religious commitment. The president can wreck a college in a few short years on the shoals of financial catastrophe, faculty morale, or student

rebellion. Arden Smith has just completed a thesis under Louis Mayhew at Stanford University on "Factors Related to Survival and Progress in the Smaller Liberal Arts College". He studied the characteristics of eight colleges which became accredited in the last ten years and of five colleges which did not. What was the one determining factor which stood out among all others? Leadership, and in particular that of the president.

A president should be chosen with respect to the problems and challenges of that phase of development in which a college finds itself. Does it need money? Always! Does it need academic strengthening? Does it need to expand? Does it need to marshal its resources?

Some of you can speak with more authority than I because you have been on presidential committees. It would be well for every member of a presidential committee to read "How College Presidents Are Chosen" by Frederick deW. Bolman.[2]

2. *Selection of the Board.* In recent days a number of studies have been made of boards of trustees. Gerald P. Burns has written a book based on his doctoral thesis entitled "Trustees in Higher Education".[3] Cyril O. Houle has written on the "Effective Board".[4] Orley R. Herron has studied the boards of a number of CASC colleges.[5] Dean Male of Grace College is working on a comparison of some of the qualifications of the CASC boards with those of a larger group. The most recent publication is by Morton A. Rauh, entitled "The Trusteeship of Colleges and Universities".[6] According to some preliminary statistics by Rauh, we learn that the composite trustee – average if you wish – turned out to be not very different from what a knowledgeable person would have predicted. He is white, Protestant, male. His median family income is between $30,000 and $50,000 for all categories of institutions, except for the trustee of a prestige private institution, whose median income is in the range of $50,000 to $100,000. Generally, the majority of the trustees favor the Republican party, and in the case of the private university the majority reaches 68 percent. The exception to this political position is found in the selective public universities.

The median age of all trustees is between 50 and 60, and as Rauh puts it, these are "certainly prime years in an occupational career". Only 5 percent are under 40.

Herron's study of the CASC colleges reveals similar data, with the exceptions which you might expect. The median age was less than 50. Because professional, including clergy, ranked high in board membership, I am sure the salary brackets were less.

Rauh has studied the attitudes of trustees to educational issues, and while we cannot go into detailed presentation at this point, an observation can be made that the majority agreed with the following statements:

Attendance at college is a privilege not a right.

There should be opportunities for higher education available to anyone who seeks education beyond secondary school.

Colleges should admit socially disadvantaged students who appear to have potential even when such students do not meet normal entrance requirements.

Faculty members should have the right to express their opinions about anything they wish in various channels of campus communication, including classroom and student newspapers, without fear of reprisal.

The requirement that a professor sign a loyalty oath is reasonable (only 51 percent disagreed). The trustee should exercise control over the contents of a student newspaper.

Sixty-nine percent agreed "That all campus speakers should be subject to official screening process".

This fall marks a turning point in the composition of boards. The picture of Max Rafferty with the student appointed to the State Board of Education of California covered the East as well as the West.

Massachusetts has become the first state to pass a law giving students a voting membership on state college and university governing boards. The representatives who will serve one-year terms will be elected by fellow students. Princeton University has added a 1969 graduate and 1968 graduate to its board of trustees.

This is just the beginning. At the CASC regional institute at Columbus we had a first. A young lady of 21 years, Kathleen Jackson, president of the student body, black, had just been elected by the board of trustees of Madonna College, a Catholic women's college near Detroit. The remarks she made at the close of our institute were significant. She said in part: "I appreciate the courtesy you extended to me in these discussions. When I came today, I thought my position on the board was to represent the students. I see now that as a member of the board I must act as an individual, though from my student viewpoint this is going to take some re-thinking on my part."

Trustees, who in times past held their meetings so sacred that only the president was in attendance, will now have to review the question of faculty and student representation. The spirit of "tell it like it is" is spreading far and wide. This calls for openness, honesty, communication, and in many aspects, revelation of what was once considered sacrosanct.

The president must take an active interest in board selection. As I look back, this should be one of his most important areas of concern. He should not just pack it with his friends or people who will be amenable to his viewpoints. A president can be assisted by his board or be put into a position where he is constantly dragging his board along.

The president should take leadership in working with the chairman of the board to see that basic procedures are followed:

The needs and goals of the college should be delineated.

Current board members should be assessed as to their contribution.

Gaps of representation should be determined.

A procedure for inviting a person on the board should be established and carefully followed.

In his paper to our national institute, Arthur Frantzreb recommended the creation of a standing Committee on Trustees which would be of such rank and importance that it would be second only to the Executive Committee. As I look back over my experience I feel that this is an excellent suggestion, and I wish I had pressed even harder for a nominating committee with stature, with purpose, and with a sense of responsibility.

I have seen board members added simply on the recommendation of a friend. At Westmont, we finally developed a system where the names of prospective board members were submitted to the nominating committee. After due consideration by this committee, they would be presented to the board of trustees at their full meeting or that of the executive committee on three successive occasions. Only then could final action be taken by the full board. This practice eliminated many difficulties and strengthened the board.

I believe that two three-year terms should be the limit of service. A year of sabbatical would then give an opportunity for a change if so desired. I am confident that during a year of sabbatical no really good board member would lose interest, but could be involved on committees or in other ways by the president so that he could then be restored to the board for another period of two three-year terms.

I believe that an age limit should be set. I look back now at another college, not Westmont, where in 1947 it was my privilege to present a recommendation to the board from a study committee that an age limit be set. The board laughed. A few years ago this same board had five out of fifteen members over age 85.

Now that the president and the board have mutually been active in their selection, what does the board expect of the president?

The president must be the president. His person must fit the job. His actions must be appropriate. He must be the president before the students, faculty, trustees, happy and irate parents, community, educational world, church constituency, and the like.

He cannot possibly be everything in every capacity. Herman Wells, longtime president at Indiana University, wrote an article sometime ago entitled "How To Succeed As A University President Without Really Trying".[7] A few practical admonitions from his long experience are worth repeating:

> "Be yourself while in office because if you try to be anything else, you won't fool anybody but yourself.
> "It's not what you do that counts, it is what you help others to do that makes progress.

"Don't resist your job, go to meet it.

"If you don't like being president, resign.

"Work like the dickens because the job deserves it, needs it, and is worth it.

"Always be available.

"Always attend as many informal social gatherings as possible.

"Be a good citizen.

"Educate your board.

"Be born with a physical charm of a Greek athlete, the cunning of a Machiavelli, the wisdom of Solomon, the courage of a lion, if possible – but in any case with the stomach of a goat".

The president builds around him an administrative team which fills in the gaps in his own limited talents. The board should approve such appointments but should not interfere with retention or dismissal when there is just cause. The board should not have favorites among other administrative officers. The president should be president and not be hamstrung by board members working too closely with the business manager or the development officer at the expense of relationships with the president.

The administrative team should function as a team. An excellent booklet has been sent to all CASC presidents entitled "The Administrative Team – What It Is and How It Works". (Published by the Institute of Higher Education, University of Georgia, Athens, Georgia, Calen N. Drewry.) It is the best report on this aspect of administrative operation that I have ever seen.

The president should invite and be permitted to bring such members of the administrative team as he judges necessary to board meetings. Except for certain executive sessions all members can be present at the full board meetings. They are resource people in their area of responsibility. This practice does much to build the team concept on campus, and to give the faculty and students a sense of representation. It strengthens the hands of everyone – the board, the president, and the individual administrator.

The president must interpret the college to the board. The generation gap, the faculty-trustee gap, the business world-academic gap are even more acute

these days than they have been in the past. The president must "tell it like it is." The board won't understand because the president himself cannot understand the mind of youth which is so readily turned off, alienated, rejecting what we of the older generation hold dear, precious, valid, and even Biblical. The president must educate and inform the board by reports, personal presentation, and an ongoing, planned, in-service training program.

The mind of a faculty member and that of a board member usually do not run in the same channel, especially when the board member is in competitive business. The philosopher and the businessman, the literature instructor and the structural engineer live in such different worlds. Yet they can have a whole realm of mutual concern when they are committed to the cause and philosophy of Christian education.

If there is any one thing that Mrs. Voskuyl and I miss in our present assignment, it is that sense of community, the like of which cannot be found anywhere else in the world than on a campus of a Christian college. This experience of community can be a demonstration to the educational world of the merits of the small college and one of its outstanding features. It can be a demonstration to the church world of what ecumenical unity might be. It can be a demonstration to youth and older people of how the generation gap can be bridged by mutual understanding. Often a professor has far more rapport with a student than his own parents have. It can be a demonstration of how democracy can prevail in the midst of authoritarian limits. It seems to me that the concept of community is much more readily developed on a Christian college campus than in any other setting. If faculty, trustee, and student really work at it, true unity can be found. It is the president's responsibility to foster this sense of community.

The president must make ways for the trustee to have contact with faculty and students. I have not suddenly become idealistic because I am away from the college campus. I recognize that there are problems on a Christian college campus which would never be found on a secular campus. I know also that the student on the Christian college campus is raising questions today that he would never have asked quite so vigorously a number of years ago.

I was once in a session with students when suddenly one of them asked: "What is the board of trustees for anyway?" I quietly described the legal obligations of a corporate structure and then put the question to the students: "Would you like to meet the trustees?"

The chairman of the board, Mr. Bruce Bare, rose to the occasion and hosted a dinner for 25 students, trustees, and administrators. I had each trustee and administrator take an alternate seat and invited the students to sit anywhere they chose. There was much discussion, much good give and take. The climax of the session in my opinion came when the editor of the student paper rose to his feet and said: "This has been a wonderful experience. I have chatted with Dr. Alquist and Mr. Ogden, and I find that they are real people. I am not going to look for things to blame on the trustees any more". The students talked about this experience for months, and I am pleased to see that it has since been repeated.

The president must interpret the board to the administration, the faculty, and the students on certain occasions. After every board meeting I gave a report to the faculty to let them know what was happening. Great care must be exercised in such a process lest one's personal attitude toward the board come through. The president himself must attempt to be devoid of personal prejudice and seek to live crystal clear before God and man.

The president must see to it that the board has a thorough understanding of the fiscal state of the college. His business manager must do the work, but the president can often see to it that the fiscal reports are in readily understandable lay-language.

It is the president's responsibility to present to the board a realistic budget based upon experience and the best collective judgment of the administrative team. At Westmont, we developed the pattern of presenting a preliminary outline of the budget – realistic with respect to income, percent distribution of expenditures, increases in tuition and fees – to the board by the time of the annual meeting in October. The final budget could then be considered by the financial committee and be ready for adoption at the January meeting. This gave the deans and those planning ahead an opportunity to write contracts and recruit new faculty in due time.

A monthly report of the main items of the budget including the percent of annual income and expenditures was exceedingly helpful. The administrative officers, who each were responsible for their areas and the board knew what was happening.

A ten-year projection based on ten years of experience and assumptions for the future, including national economy, potential income, enrollment, faculty, majors added or deleted is essential to a long-range view. The preparation of such a projection was one of the best exercises that I had as college president to understand the relationships of income, outgo, and percent distribution of expenditures. Long-range planning is an imperative, and we hope as one of the projects of CASC to provide the experience and tools so that each of our colleges can have this essential instrument of good management.

It is imperative for the president to present realistically the fiscal implications of every new program he suggests. These fiscal arrangements must be integrated with the ongoing program. There is nothing so embarrassing as a program which costs little to get started but drains the budget abnormally when once functioning.

The fiscal implications of capital additions such as maintenance of buildings must be thoughtfully presented.

Increases in enrollment must be analyzed as to their implications for use of existing facilities and additional facilities and faculty requirements. In other words it is the president's job to see that there are no surprises or shocks after a *decision* has been made. It is my conviction that there has not been nearly enough academic planning from the fiscal point of view. A conversation with Earl McGrath has confirmed my concern in this regard, and we are pleased with a project we are developing in which academic planning will be an integral part of a long-range plan. For example, the science division moves to add a physics major; the dean acquiesces and makes adjustments for the small beginning. A few years later the college discovers it has added a major with a cost per student credit hour away out of line with what the institution can afford. Music, physics, and some of the other sciences will always cost more per credit hour than the courses in social science. The president must know and must report this kind of information. It is part of successful management.

The president must be conscious of the overall relationships in the budget. He should be an interpreter of what is good education and what is bad because he presumably is an educator. He should be aware of the tools of administration such as the Tickton projection,[8] which I just mentioned, "The Sixty-College Study",[9] based on percent distribution, and the McGrath study[10] in academic planning. He

should be aware of and include where feasible program budgeting, computer technology, and instructional technology.

The president is the chief executive officer of the board and should delineate between board policy and administrative decision. He should anticipate problems which require board action, and not have to live in a state of emergency, continually making demands on the board as to time and energy and off-the-cuff decision-making.

The president should make the committee system of the board work. The most successful board meetings are those at which the chairmen of the board committees are so well versed in their reports and recommendations for action, and the matters so well reviewed, that the board accepts the judgment of the committee. Time is saved, labor divided, and the board has a far greater sense of accomplishment.

The president must see that each board member becomes involved. A board member never really gets interested or contributes much until he feels he is involved. This can be done by personal contact, in committee, in assignment of responsibility, and yet with the full recognition of the fact that the board member is an unpaid volunteer. The board member must not do the president's work or that of any other officer. The spade work must be done by the administrative officers and the team, but the decisions made by the board must be based on information adequately documented and when necessary on offered options.

Fred Hubbart, a consultant and friend of many years, states that trustees need three kinds of experience to be wholly involved. These are intellectual, social, and spiritual. We think now of our college campuses as places where the environment can be designed for a specific purpose. Typical of this would be the library-learning center and the residence hall. We forget that trustees, in order to serve their best, must likewise have the environment planned for their work. They should be brought to campus as often as possible. They should think and plan and make their decisions on the scene of action.

They should be challenged intellectually, apart from their special area of interest and contribution. For example, if they are members of a board of a Christian college, they should be exposed to the Christian philosophy of education. They should hear faculty relate their subject to the Christian point of view.

They should have a social experience. Opportunity should be afforded to meet the faculty and the students in formal affairs, in informal gatherings, in face-to-face dialogue. They should realize that faculty are not just employees, nor students, someone else's kids; but they should be aware of the fact that both faculty and students have a great deal to contribute to their understanding of what a college is.

Finally, they should have a spiritual experience. They should be able to relate the decision-making and the policy-setting processes to their own spiritual outlook and growth. I can think of no better way than have students present a program just for the trustees, be it a formal or an informal session. Trustees should realize that some of the students on our campuses have a spiritual depth and challenge far greater that they themselves may have experienced.

There is another means of trustee involvement, and that is the trustee wife. A trustee wife can have a great influence on the trustee and his decision making. Many trustee wives are college graduates. They belong to the women's auxiliary. They look at matters from a woman's point of view. They have grown children of their own. They perhaps are more experienced at dealing with young people than their husbands. Social affairs should by all means include the wives; so should faculty-trustee retreats. The college board experience is something that a husband can share with his wife.

What does the president expect from the trustee?

First and of prime importance is commitment.

Commitment to the goals and purposes of the college. A college can sell itself so easily for funds, for a better image in the community, or to attract a name faculty member. When a college has been founded for a particular purpose and that purpose is still pertinent and valid for today, a college must never jeopardize its long-range stance for what might seem like an innocuous abrasion of that commitment. This is especially true for those colleges of a religious commitment. History is replete with illustrations of colleges which have departed from their evangelical stance for the sake of some bright young potentials who might make a name for themselves some day. They might, but at the cost of a compromise on the part of the college. If a college deliberately decides to serve a constituency that is different from that of its original purpose, it should be done with full knowledge

of everyone concerned. What is so tragic is for the board, the older faculty, the alumni, and the church constituency to learn of a shift in purpose too late.

Commitment to the college. No board member of a college should serve on other boards which are more demanding. The problems of a small college are so serious that it cannot afford inactive board members who have interests drained off by organizations. Sometimes positions in the denomination or other contacts are necessary and helpful, but each college needs a basic core of a working board. By a working board I mean one which takes its committee assignments seriously and attends every meeting of the committee and the full board with rare exceptions.

Commitment to financial support. People are blessed with different talents and varying amounts of this world's goods. A board should enjoy 100 percent participation in gifts to the college in keeping with personal resources. How can a board member expect others to do what he does not do himself? In my opinion this applies to administrative staff and faculty as well. For those employed by the college, designated gifts are more appropriate since there may be those who do not like to give toward their own salaries.

A trustee should be versed in education. He ought to subscribe to one educational journal to be informed. This is more essential today with the whole process of education distorted by demands of activists, receipt or non-receipt of Federal appropriations, legal entanglement, and trustee involvement in crises. I would recommend *The Chronicle of Higher Education.*

A trustee should do his homework. The president should provide him with the agenda and necessary information before each meeting. The annual report should be in his hands with ample time to be read before the meeting.

A trustee should recognize the difference between policy making and administrative decision. The president is the chief executive officer and is responsible for executing the decisions of the board as a whole. Individual board members have no business giving directives which are clearly in the area of administrative responsibility to the president or especially to any other staff member. It is the duty of the chairman of the board to protect the president from either deliberate or inadvertent penetrations of administrative responsibility by individual board members.

Care must be exercised in areas of conflict of interest. Trustees should not be put in the position of having a conflict of interest. Middle States has a very clear-cut statement to the effect that no trustee should do business with the college.

A number of years ago I wrote a document for transmittal to my trustees on the *Role of the Trustee.* May I share it with you.

> In light of the development of the role of the college trustee and the new demands placed on him for these next years ahead, I would like to state clearly and simply my growing concept of the Westmont trustee.
>
> *What Has Been Accepted?*
> *He is a policy maker.* He does not confuse the operations of administration with the making of institutional policy.
> *He is a custodian.* He conserves the assets of the institution. It is his responsibility to preserve the spiritual integrity and the purposes of the founders.
> *He is an ambassador.* He is completely sold on the merits of Christian education so that he represents his college wherever he goes, even as the administrative officers, the faculty and the students do.
>
> *What Is New?*
> *He is a builder.* He recognizes the vast difference between conserving the assets of the college and multiplying them.
> *He gives time to the institution.* He serves on committees to participate in planning, projecting, and promoting plans.
> *He gives of his own resources.* Only as he gives sacrificially can he get others to give sacrificially. We do appreciate what has been done in the past, but most trustee giving and getting has been confined to a very few individuals.

I have not had an exhaustive experience as a college president, for,
I have never had to deal with a racist problem.
I have never had a student confrontation.
I have never had the AAUP make an investigation on my campus.

I have never had a penetration of campus by outsiders.
I have never had a sit-down.
I never heard on my campus the wild speeches and challenges such as I have personally witnessed in the campuses of San Francisco State and Berkeley.

The next president of Westmont, and you in other small colleges, may not suffer the turmoil of the large campus, but you are not going to have as quiet an administration as we have enjoyed in the past decade.

Are my remarks still relevant?

Whatever was required of trustees and presidents in the past, so much more will be required of them in the future. Quiet meetings may be disrupted, students and faculty opinions will be heard, legal advice will be sought, police protection will be strengthened. Far more time will be given to dialogue, discussion, and debate. Much will seem useless and ineffective. And yet it seems to me the challenge has never been so great for the small college to demonstrate:

That communications can be conducted with proper decorum, and relationships bound together by that bond of love which surpasses all of the other Christian virtues.

That a model of operation which is smoothly running is one lubricated by the oils of common purpose, commitment and concern.

That survival and progress do not depend on size or Federal aid, or on the philosophies of a pagan culture. The Christian College has always had its problems of existence; but when that existence was justified in the quality of work evidenced in what was happening in the lives of people, such institutions doing God's work were somehow supported in providential ways.

That the student may find identity, meaning, purpose, adventure, God in a way that may be difficult on a major campus.

You as trustees and you as presidents have one of the most important and responsible tasks in the world. May you have the wisdom, and the wit, and the wealth for it.

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